

2018-2019

CATALOG

GRADUATE AND
UNDERGRADUATE

Lebanon Valley College



1866

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LEBANON VALLEY COLLEGE PROFILE

Founded: 1866, as a private, coeducational institution on the site of the Annville Academy. Became a four-year institution by 1883 as the lower grades were phased out.

Undergraduate Curriculum: a four-year program of study in the liberal arts with an academic year comprised of fall and spring semesters and an optional summer term.

Undergraduate Degrees granted: Bachelor of Arts, Bachelor of Music, Bachelor of Science, Bachelor of Science in Chemistry, Bachelor of Science in Medical Technology.

Undergraduate majors: accounting, ACS chemistry, actuarial science, analytical finance, applied history, art & visual culture, audio & music production, biochemistry & molecular biology, biology, business administration, chemistry, communication sciences & disorders, computer & data science, creative writing, criminal justice, digital communications, early childhood education, economics, elementary special education, English, environmental science, exercise science, French, German, global studies, history, interaction & experience design, international business, mathematics, medical technology, music, music business, music education, neuroscience, philosophy, physics, politics, psychology, religion, self-designed, sociology, Spanish.

Undergraduate special programs: secondary education certification; in cooperation with The Pennsylvania State University and Case Western Reserve University: engineering; in cooperation with approved hospitals: medical technology.

Graduate certificates: Integrated STEM Education, Modern Band.

Graduate degrees: Master of Athletic Training, Master of Business Administration, Master of Music Education, Master of Science (Speech-Language Pathology), Master of Science (STEM Education), Doctor of Physical Therapy.

Number of full-time faculty: 118; of the permanent faculty, 90 percent have earned a Ph.D. or equivalent terminal degree.

Student-faculty ratio (FTE): 10:1, with an average undergraduate class size of 19.

Location: Annville, founded in 1799, is a small town of approximately 5,000 people located in south-central Pennsylvania. Driving times: Hershey, 10 minutes; Harrisburg, 1/2 hour; Baltimore, 2 hours; Philadelphia, 2 hours; New York, 3 hours; Washington, D.C., 3 hours.

Size of campus: Approximately 357 acres. The library contains 173,480 cataloged items and provides access to more than 264,461 electronic holdings.

Residence halls: 27 residential facilities with a capacity of 1,310.

Student enrollment: 1,624 full-time undergraduate students, with 132 part-time undergraduates and 154 graduate students.

Student financial aid: approximately 99 percent of full-time students receive financial aid in the form of LVC grants and academic scholarships. In 2017-18, these awards totaled \$38,092,816 with the average per student total of \$23,341.

ABOUT THE CATALOG

Attendance at Lebanon Valley College is a privilege, not a right. To provide the necessary atmosphere in which teaching and learning can occur, the College expects that the conduct of all campus citizens will conform to accepted standards. The College has the right to require the withdrawal of any student whose actions are inimical to the purposes of the institution. The regulations provided in this catalog are announcements and do not constitute a contract between the student and the College. The College reserves the right to change these regulations and procedures as it deems necessary for the accomplishment of its purposes, but wherever possible, a student will proceed to graduation under the regulations in effect at the time of their entrance at the College.

THE MISSION OF THE COLLEGE

Lebanon Valley College delivers a transformative education built on the liberal arts. We develop students who think critically and creatively across boundaries; who solve complex problems; who communicate effectively; and who value differences among human beings. Our graduates are empowered to pursue a life of learning, citizenship, and success.

Purpose

Empower students for a life of learning, citizenship, and success.

Values

- We are student-centered, learning-focused, and outcomes-based.
- We believe integrative and immersive learning experiences are essential for personal and professional growth.
- We intentionally embrace the differences among human beings.
- We believe collaborative relationships among students, faculty, and staff create the best environment for teaching and learning.
- We are committed to the pursuit of scholarship between faculty and students.
- We are forward-thinking. We embrace strategic and informed change.
- We are committed to service, sustainability, and civic engagement.

Value Proposition

Engaged students learn. We engage students in real-world experiences, creative problem solving, and collaborative relationships that immerse them in diverse perspectives and cultures. Engaged students learn at a deeper level, know how to demonstrate their value to others, and will rise above a crowded field of peers.

ACCREDITATION

Lebanon Valley College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, 2nd Floor West, Philadelphia, Pa., 19104; telephone: 267-284-5000. Lebanon Valley College is also approved by the Pennsylvania Department of Education.

The following programs have been granted specialized accreditation: the Doctor of Physical Therapy Degree Program by the Commission on Accreditation in Physical Therapy Education; the Master of Business Administration and undergraduate accounting, business administration, and economics programs by the Accreditation Council for Business Schools and Programs; music programs by the National Association of Schools of Music; and chemistry programs by the American Chemical Society.

Lebanon Valley College is on the approved list of the Regents of the State University of New York and of the American Association of University Women.

Lebanon Valley College is a member of the following: American Association of Colleges; National Association of Independent Colleges and Universities; Pennsylvania Foundation for Independent Colleges; Association of Independent Colleges and Universities of Pennsylvania; College Entrance Examination Board; College Scholarship Service; Council of Independent Colleges; National Collegiate Athletic Association; Middle Atlantic States Collegiate Athletic Conference; Eastern College Athletic Conference.

NOTICE OF NON-DISCRIMINATION AND EQUAL OPPORTUNITY

Lebanon Valley College does not discriminate on the basis of race, color, national origin, ancestry, religion/creed, sex, pregnancy, sexual orientation, or gender identity or expression, age, disability, genetic information, or veteran status in its programs and activities as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and/or College policies. Lebanon Valley College prohibits discriminatory harassment and sexual harassment, including sexual violence and any type of sexual misconduct.

The following person has been designated to handle inquiries regarding the Americans with Disabilities Act, the Rehabilitation Act, Title VII, and related statutes and regulations: Ann C. Hayes, Senior Director of Human Resources and Title IX Coordinator, Administration Building/Humanities Center 108, Lebanon Valley College, 101 N. College Avenue, Annville, PA 17003-1400, 717-867-6416, hayes@lvc.edu.

The following person has been designated to handle inquiries regarding the non-discrimination policies and to serve as the overall Campus Coordinator for purposes of Title IX compliance: Ann C. Hayes, Senior Director of Human Resources and Title IX Coordinator, Administration/Humanities 108, Lebanon Valley College, 101 N. College Avenue, Annville, PA 17003-1400, 717-867-6416, hayes@lvc.edu.

The following individuals have been designated as Deputy Title IX Coordinators:

- Marc Harris, Associate Dean of Academic Affairs, Administration/Humanities 106, Lebanon Valley College, 101 N. College Avenue, Annville, PA 17003-1400, 717-867-6078, harris@lvc.edu.
- Robert L. Mikus, Associate Dean of Student Affairs, Center for Student Engagement, Allan W. Mund College Center, Lebanon Valley College, 101 N. College Avenue, Annville, PA 17003-1400, 717-867-6863, mikus@lvc.edu.
- Stacey Hollinger, Associate Director of Athletics, Lebanon Valley College Athletics, Arnold Sports Center, 101 N. College Avenue, Annville, PA 17003-1400, 717-867-6891, sholling@lvc.edu.

Inquiries concerning the application of anti-discrimination laws may be referred to the Title IX coordinator or deputy coordinators identified above or to the Office for Civil Rights, United States Department of Education. For further information on notice of nondiscrimination, visit wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm for the address and phone number of the U.S. Department of Education office that serves your area, or call 1-800-421-3481.

STUDENT CONSUMER INFORMATION

LVC makes available a wealth of consumer information to current and prospective students and their families in accordance with the 2008 Higher Education Opportunity Act (HEOA) and the Student Right-to-Know Act. Visit our student consumer information website for a list of the materials available, including graduation rates and outcomes, financial and loan information, health and safety information, and more: www.lvc.edu/about/consumer-information.

COLLEGE ACADEMIC POLICIES AND PROCEDURES

Admission Requirements

ADMISSION FOR UNDERGRADUATE STUDENTS

High School Preparation

All admission candidates should have completed 15 credit units in a college preparatory program or higher and graduated from an accredited secondary school, or present an equivalency certificate (G.E.D.). Students who demonstrate academic success at Lebanon Valley College enter the college having fulfilled satisfactorily a high school curriculum that includes the following or similar components:

- 4 credit units in English
- 3 credit units in mathematics (that included algebra I, algebra II, and geometry)
- 3 credit units in science (that included biology and physical science)
- 3 credit units in social studies
- 2 credit units in one foreign language

Application Procedure

Candidates for admission to Lebanon Valley College as first-year students must submit an application and official transcript of high school grades for all years of high school attendance. Most applicants do not need to submit standardized test results (SAT/ACT). However, some students may be required to submit SAT/ACT scores. Review our test-optional policy at www.lvc.edu/admission/test-optional-policy for important exceptions.

Applicants for admission to certain academic programs (athletic training, music, physical therapy, and speech-language pathology) are required to fulfill additional requirements. Students are encouraged to review additional information about our admission policies and procedures at www.lvc.edu/admission.

Students who wish to transfer to Lebanon Valley College must submit an application, official transcripts of completed postsecondary work, and a College Record Form for each institution attended, as well as a final high school transcript.

Students may apply for admission to Lebanon Valley College by submitting either the Common Application or the LVC application, both which can be accessed at www.lvc.edu/apply. For additional information, contact:

Admission Office

Lebanon Valley College
101 North College Avenue
Annville, Pa. 17003-1400
Phone: 717-867-6181 or 1-866-LVC-4ADM
FAX: 717-867-6026
Internet: www.lvc.edu
Email: admission@lvc.edu

ADMISSION FOR GRADUATE STUDENTS

Admission requirements for each program are described in the Graduate Academic Programs section.

ENGLISH PROFICIENCY: UNDERGRADUATE AND GRADUATE ADMISSION REQUIREMENTS FOR NON-NATIVE ENGLISH SPEAKERS

To be admitted into a graduate or undergraduate program, non-native English speakers must demonstrate English proficiency by meeting one of the following criteria:

- Earn one of the following minimum proficiency exam scores within two years before the date of admission: TOEFL, 80; IELTS, 6.5; or Step Eiken, 1.
- Complete at least two years of coursework within three years before the date of admission where the language of instruction was English.
- Complete at least 24 undergraduate semester credit hours or 18 graduate semester credit hours within two years before the date of admission at an accredited college or university in the United States.
- Achieve an advanced level in English from an accredited and approved intensive language institute within one year before admission.

In addition, all applicants are required to complete an interview (in person or live video) with the Admission Office before admission.

Student Finances

Payment for tuition, as well as for room, board, and other charges, is due by a published deadline before the beginning of each term. Students failing to meet this deadline will be required to make special arrangements with the Business Office before their course registrations are processed. Questions regarding charges and payments should be addressed to the Business Office.

REFUND POLICY FOR FULL-TIME STUDENTS

Treatment of Title IV (Federal) Aid When a Student Withdraws

For a student who withdraws after the 60 percent point-in-time, there are no unearned funds. However, a school must still complete a return calculation to determine whether the student is eligible for a post-withdrawal disbursement. The calculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the term. (Any break of five days or more is not counted as part of the days in the term). This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:

Aid to be returned = (100 percent of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student bor-

rower may owe a debit balance to the institution. If a student earned more aid than was disbursed to them, the institution would owe the student a post-withdrawal disbursement which must be paid within 120 days of the student's withdrawal. The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal.

Refunds are allocated in the following order:

- Unsubsidized Federal Stafford Loans
- Subsidized Federal Stafford Loans
- Federal Parent (PLUS) Loans
- Federal Pell Grants for which a return of funds is required
- Academic Competitiveness Grants for which a return of funds is required
- National Smart Grants for which a return of funds is required
- Federal Supplemental Opportunity Grants for which a return of funds is required
- Federal TEACH Grants for which a return of funds is required

There may be some Title IV funds that you were scheduled to receive that you cannot earn once you withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first two weeks of your program before you withdraw, you will not earn any Stafford Loan funds that you would have received had you remained enrolled past the second week. If you receive (or Lebanon Valley College or your parent receive on your behalf) excess Title IV program funds that must be returned, Lebanon Valley College must return a portion of the excess equal to the lesser of: 1) your institutional charges multiplied by the unearned percentage of your funds, or 2) the entire amount of excess funds.

The school must return this amount even if it didn't keep this amount of your Title IV program funds. If Lebanon Valley College is not required to return all the excess funds, you must return the remaining amount. Any loan funds that you must return, you (or your parent for a PLUS Loan) repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan over a period of time.

Any amount of unearned grant funds that you must return is called an overpayment. The amount of a grant overpayment that you must repay is half of the unearned amount. You must arrange with Lebanon Valley College or the Pennsylvania Department of Education to return the unearned grant funds.

NOTE: The federal government requires that all full-time students make satisfactory academic progress toward a degree or certificate. Please visit www.lvc.edu/financial-aid to view the Academic Progress Policy and Requirements.

Treatment of Non-Title IV Aid When a Student Withdraws

Lebanon Valley College follows guidelines for Title IV programs (see above) when calculating the amount of institutional and/or state aid and/or private loans/scholarships that you have earned up to the point of withdrawal. Types of aid covered by this policy include, but are not limited to: College Scholarships (such as Board, Pres-

idential, Dean's, Sumner, and Weiss scholarships), LVC Grant-In-Aid, institutional scholarships, PHEAA State Grant, and/or any other state-administered grant funds.

When you withdraw during your period of enrollment, the amount of non-Title IV assistance that you have earned up to that point is determined by the same specific formula used to calculate Title IV funds earned. If you receive more assistance than you earned, the excess funds must be returned by Lebanon Valley College and/or you.

Once you have completed more than 60 percent of the period of enrollment, you earn all the assistance that you were scheduled to receive for that period.

Military Education Benefits fall under the Non-Title IV policy; however, some exceptions may apply due to specific Department of Defense and Veterans Affairs regulations.

Treatment of Institutional Charges When a Student Withdraws

Lebanon Valley College follows guidelines for Title IV programs (above) when calculating the amount of unearned institutional charges to be refunded. Charges eligible for refund are tuition, room, board*, private music lessons, and overload charges. Once a student has completed more than 60 percent of the period of enrollment, they have earned all the charges billed for that period.

*All meal plans for Annville students include flex dollars to be used in LVC dining facilities. If a student withdraws before the semester end, LVC will refund unused flex dollars. In the case of student withdrawal, the flex dollars will be considered separate from the remainder of the board plan for refund purposes.

PART-TIME STUDENT REFUNDS

Standard Term Part-time Students—Refunds

Full tuition is refunded if withdrawal notification is received before the second day of class. Full tuition is refundable if the course is canceled by the College. See the current refund table as posted on the Business Office website for additional information. Students receiving federal financial assistance (Title IV) and who are enrolled in traditional term courses will receive a refund according to federal policy as noted above.

Non-standard Term Part-time Students—Refunds

- Students enrolled in one or more non-term courses (modules) and no courses span the entire semester also follow federal policy with the following clarifications:
- If a student fails to complete all modules scheduled for a semester, the student is considered a withdrawal at the time the student ceases attendance.
- If a student withdraws from a module but indicates in writing to the College that they will attend a later module during the same semester, the student is not considered a withdrawal. If the student fails to attend the later module, the date of withdrawal reverts to the original withdrawal from the prior module. The later module will be included in the period of enrollment.
- Without written confirmation of the student's intent to attend a later module in the same semester, a student who withdraws from a module or has ceased attendance is considered a withdrawal.

- If a student begins but fails to complete the final module(s) in a semester, the student is considered to have withdrawn.
- If a student receives a failing grade for the final module(s) in a semester, the College must determine if the student ceased attending and is therefore considered a withdrawal.
- The Return of Title IV Funds calculation process will begin as soon as possible after it is determined that a student has withdrawn or ceased attendance. The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after determining the date of the student's withdrawal. If the student returns for a later module in the payment period, the Return of Title IV Funds will be reversed.

ALTERNATIVE PAYMENT PLAN

Lebanon Valley College offers a payment plan for those families who, after exploring other options, prefer to spread payments over a 10-month period. An agent has been appointed to process deferred payment applications:

Higher Education Services

4720 Carlisle Pike

Mechanicsburg, PA 17050

Phone: 1-800-422-0010

Privacy of Student Records

The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment, helps protect the privacy of student records. The Act provides for the right to inspect and review educational records, to seek to amend those records, and to limit disclosure of information from the records. The Act applies to all institutions that are the recipients of federal funding.

Annually, Lebanon Valley College informs students of the Family Educational Rights and Privacy Act of 1974, as amended. This Act, with which the institution intends to comply fully, was designated to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings.

Students also have the right to file complaints with the FERPA office concerning alleged failures by the institution to comply with the act.

The policy can be found www.lvc.edu/registrar.

Questions concerning the Family Educational Rights and Privacy Act may be referred to the Registrar's Office.

Degree Requirements

BACCALAUREATE DEGREE REQUIREMENTS

Candidates for a baccalaureate degree shall complete successfully 120 credit hours, including the requirements for the Constellation LVC Common Learning Experience Program and the requirements for a declared major (students may pursue additional majors and minors as appropriate).

Credit hours are accumulated in three separate categories: Constellation LVC requirements, major requirements, and electives. The Constellation LVC Program is that part of the curriculum shared by all students in all majors. The required courses reflect 40 credit hours. The major programs each require at least 30 credit hours of coursework. Electives are those courses selected by the student that reflect neither major nor Constellation LVC requirements.

Candidates for the bachelor's degree must complete 30 credits of coursework in residence. Coursework taken in all the College's programs, including its sponsored study abroad or away programs and approved cooperative programs, qualifies as work done in residence. A minimum of 25 percent of any major or minor must be completed in residence. Departments may require that additional coursework is completed in residence if they so desire. Students are required to complete 300- and 400-level core coursework for the major in residence, unless otherwise approved by the applicable academic department.

For first bachelor degrees, no more than 12 credits from student teaching (ECE 440, ECE 441, MED 441, MED 442, SED 440, and SPE 441) and internships combined may be counted.

Candidates for a degree must obtain a cumulative grade point average of at least 2.000 and a major grade point average of at least 2.000. Additional majors and any minors also require a 2.000 grade point average. Additional program-specific requirements may also apply.

SECOND BACHELOR'S DEGREE REQUIREMENTS

A person who has earned a bachelor's degree from Lebanon Valley College or another regionally accredited college or university may earn a second bachelor's degree by meeting the following requirements:

1. A minimum of 30 additional undergraduate credits must be completed successfully at Lebanon Valley.
2. All graduation requirements for the major of the second degree must be met satisfactorily.
3. Coursework completed successfully as part of the first degree program may be used to satisfy the graduation requirements of the second major.
4. No course already taken in the first degree program may be repeated in the second degree program.
5. No more than three credits from student teaching (ECE 440, ECE 441, MED 441, MED 442, SED 440, SPE 441) and internships combined may be counted toward a second degree. To ensure maximum flexibility, if both degrees are completed at LVC, a maximum of 15 credits internships/student teaching may be counted between the two degrees.

6. Graduates from other regionally accredited colleges or universities shall not be required to meet any Constellation LVC requirements of Lebanon Valley College. However, students who earned a bachelor's degree from an institution outside of the United States that did not include general education coursework like that typically required by U.S. institutions will be required to satisfy Constellation requirements.
7. No courses in the second degree program may be met satisfactorily through nontraditional credit, as defined below.
8. No courses in the second degree program may be taken pass/fail.

NOTE: Students carrying a second major do not automatically receive a second degree. Students carrying a second major will not receive the second degree without having met all the requirements listed above for a second bachelor's degree.

GRADUATE DEGREE REQUIREMENTS

Candidates must obtain a grade point average of 3.000 with a maximum of two C grades in the program. Additional degree requirements for each program are described in the Graduate Academic Programs section. The maximum time for completion of a master's or doctoral program is seven years from the date of the admission letter. Students who have not earned the graduate degree during this period shall have their academic standing reviewed and may be asked to meet additional requirements to graduate.

Students enrolled in a certificate program have a two-year time limit to complete the certificate requirements.

APPLICATION FOR GRADUATION

As a student nears completion of the degree requirements, the student must submit an Application for Degree and Graduation Plan with the Registrar's Office by the stated deadline. This application process provides the student with a timely opportunity to review their degree requirements and to plan or change the student's course schedule to ensure completion of all requirements.

The student must complete an Application for Degree and Graduation Plan and obtain approval of all advisors—including those for additional majors and minors, if applicable—before submitting the application to the Registrar's Office.

AWARDING OF DEGREES AND PARTICIPATION IN COMMENCEMENT

Degrees and certificates are awarded in May, August, and December, with a ceremony for all degree recipients held in May.

Bachelor's degree candidates who have 11 or fewer credits remaining to complete the degree at the end of the spring semester may participate in the May graduation ceremony. Ineligible students will be invited to participate in the following year's ceremony.

Graduate degree candidates expected to graduate in May and the following August will be invited to participate in the current year's ceremony. December graduates will be invited to participate in the following year's ceremony.

Certificate candidates are not eligible to participate in the Commencement ceremony.

Course Information

COURSE DESCRIPTIONS

Course listings are included with the departments and program information, below. Course descriptions can be found at www.lvc.edu/catalog.

SPECIAL TOPICS COURSES

From time to time, departments may offer Special Topics courses using the following course numbers: 190–198, 290–298, 390–398, 490–498, 590–598, 690–698, 790–798, 890–898. Special Topics courses are formal courses that are not listed permanently in the curricula and that are infrequently offered. These courses examine comparatively narrow subjects that may be topical or of special interest. Several topics may be taught in one term or academic year. A specific course title shall be used in each instance and shall be so noted on the student record.

DISCONTINUANCE OF COURSES

The College reserves the right to withdraw or discontinue any course.

CREDIT HOURS

A credit hour is a unit to measure academic progress. Lebanon Valley College follows the credit hour requirements established by the Pennsylvania Department of Education (PDE), which comply with policies set forth by the federal government and Middle States Commission on Higher Education.

LVC follows a semester system with the fall and spring semesters consisting of approximately 15 weeks, which includes one week for final exams. Some courses, particularly those meeting in an accelerated format, follow a different calendar while adhering to the same instructional time requirements as fall and spring semester courses. Regardless of the course calendar followed, all courses must hold the required instructional time according to the following instructional methods:

General Courses. These include traditional lecture, seminar, studio, and other instructional methods, not described below, conducted in a face-to-face format. Such courses must include at least 14 hours of instructional time and at least 28 hours of out-of-class assignments (homework) per course credit. Typical semester meeting patterns for a three-credit course involve three 50-minute class periods, two 80-minute class periods, or one 180-minute class period per week.

Laboratories. These include at least 28 instructional hours per credit. During the semester, laboratories typically meet once a week for at least 110 minutes.

Music Instruction. Consistent with guidelines provided by the National Association of Schools of Music, each Music Instruction (MUI) course requires half an hour of direct instruction per week over 14 weeks for each credit, with students expected to practice for an additional three hours per week.

Independent Activities. Required hours for independent studies, internships, and tutorial studies are specified under policies about individualized courses.

Online Courses. Online courses are conducted entirely online and have no requirements to meet face-to-face. Instruction can be synchronous, asynchronous, or a combination of the two. Courses, regardless of whether they follow the semester calendar or are offered in accelerated terms, must meet the same hours as equiv-

alent face-to-face courses, described above. Typical instructional activities for this format and approximate equivalent instructional hours are available at www.lvc.edu/registrar.

Hybrid Courses. Hybrid courses use a combination of online and face-to-face meetings and must meet the same hours as equivalent full face-to-face courses, described above. Online portions must follow requirements for online courses, specified above.

Accelerated Courses. These courses meet in fewer weeks than the traditional semester format. They must meet the same hours as equivalent full semester courses, described above.

Transfer Credit

UNDERGRADUATE TRANSFER CREDIT

A student applying for advanced standing after having attended another accredited institution shall send an official transcript to the Admission Office. If requested, the student must provide copies of course descriptions and/or syllabi. The Registrar's Office will determine whether credits are transferable to Lebanon Valley College.

Credits are accepted for transfer provided the grades are C- (1.670) or better and the coursework, including expected learning outcomes, is equivalent to or consistent with Lebanon Valley College curricula and standards. Transferred courses count for credit hours only and are not factored in the grade point average.

Transfer institutions within the United States must be regionally accredited or hold accreditation from other, non-regional accreditors recognized by the U.S. Department of Education. Coursework from non-regionally accredited institutions will be reviewed on a case-by-case basis subject to the above requirements and, if applicable, may be accepted as elective credit. Coursework may satisfy Constellation LVC or major requirements with approval of the director of curriculum and the appropriate department chair, respectively. Institutions outside of the United States must be recognized as a degree-granting institution in its home country. A course-by-course evaluation of all foreign university transcripts by an independent service based in the United States is required for international transfer students.

A candidate for admission holding an associate degree from a regionally accredited college can be admitted with full acceptance of coursework at the previously attended institution. However, coursework in the major field for which the applicant has received a D shall not count toward fulfilling the major requirement.

Because Lebanon Valley College is a liberal arts institution, consideration of full acceptance of the associate degree will be granted with the understanding that the candidate has followed a basic course of study compatible with the curriculum and academic programs of the College and has been enrolled in a transfer program. A total of 60 credits will be accepted for an associate degree. A maximum of 90 credit hours will be accepted toward a baccalaureate degree.

Lebanon Valley College has an established transfer articulation agreement with Harrisburg Area Community College. Visit www.lvc.edu/registrar for additional information.

Students transferring to Lebanon Valley College to complete work on a baccalaureate degree will normally be expected to pass at least 25 percent of the required credits for their intended major at the College. Beyond this minimum requirement, departments may require additional courses if they so desire. Students are required to complete 300- and 400-level core coursework for the major in residence, unless otherwise approved by the applicable academic department.

Lebanon Valley College students enrolled for a degree may not carry courses concurrently at any other institution without prior consent of their advisors and the registrar.

Courses taken through study abroad programs approved by the Center for Global Education will have their credits/instructional hours and grades converted to LVC equivalent credits and grades, with credit ultimately awarded according to the College transfer credit policy, described above. Students will have planned courses pre-approved for transfer before their study abroad program begins. Students enrolled in a program of study approved for credit by LVC will be considered enrolled at LVC for the purpose of applying for federal financial aid.

GRADUATE TRANSFER CREDIT

A maximum of 9 credits (a maximum of 6 core credits) in master's programs and 3 credits in certificate programs may be transferred from another graduate program with the approval of the registrar and appropriate program director.

Transfer institutions within the United States must be regionally accredited; institutions outside of the United States must be recognized as a degree granting institution in its home country. A course-by-course evaluation of all foreign university transcripts by an independent service based in the United States is required for international transfer students.

Coursework, including expected learning outcomes, must be equivalent to or consistent with the curricula and standards of the applicable graduate program at Lebanon Valley College. No transfer credit shall be accepted if the grade earned at another institution was less than "B" (a grade of "B-" or lower will not be accepted). Transferred grades count for credit hours only, not for quality points. Students wishing to transfer credits may be asked to submit a course syllabus, textbook used, and any reading materials, so proper credit may be given. No graduate transfer credit is accepted in the DPT, MAT, and MSSLP programs.

Undergraduate Nontraditional Credit

Lebanon Valley College recognizes the ability of highly motivated matriculated students to master specific areas of study on their initiative and provides programs to allow these students the opportunity to gain credit. Except for those seeking a second bachelor's degree, any matriculated student may earn a maximum of 30 credits toward a bachelor's degree through nontraditional credit. Nontraditional credit will be recorded with a satisfactory (S) grade.

ADVANCED PLACEMENT (AP) POLICY

Advanced placement with credit in appropriate courses will be granted to entering students who make scores of 4 or 5 on College Board AP examinations. The official

AP College Grade Report must be submitted by the student for evaluation by the registrar.

Advanced placement without credit may be granted based on the Achievement Tests of the College Board examinations or such other proficiency tests as may be determined appropriate by the registrar and department chair.

CHALLENGE EXAM POLICY

Many LVC courses can be challenged for credit by examination. Students should request challenge examinations through their academic advisors. All requests must be approved by the registrar and department chair in which the course is listed.

Challenge exams are considered comprehensive examinations in the subject area. The grading criteria for challenge exams will be determined by each department. The exact nature of the examination will be determined by the faculty member and department chair involved and may include any means of evaluation normally employed by the department. There is a fee for preparation and grading of each challenge exam, and it is charged without regard to the test results.

Challenge exams may not be taken by students who have received any grade in a course equivalent to or more advanced than the course for which the student is requesting credit by examination. Challenge exams may not be used to acquire credit for a course previously failed. Practicums, internships, seminars, research courses, independent study, writing-intensive courses, and courses with laboratory components are normally not subject to credit by examination. Individual departments may have additional criteria regarding challenge exams. Consult the department chair in which the course is listed for specific information.

CLEP (COLLEGE LEVEL EXAMINATION PROGRAM) POLICY

Credit shall be granted to those students who score well on CLEP examinations that are approved by the College. To receive credit, a student must earn a minimum score of 50. The English composition essay is required to receive credit for English Communications with a minimum score of 64. Credit for foreign language at the intermediate level requires a minimum score of 62 (for French), 63 (for German), and 66 (for Spanish) on Level 2 tests. Because CLEP language courses do not assess intercultural competence, which is incorporated in all LVC language coursework, credit may only result in language credit for students who have lived in a country where the language is spoken; otherwise, elective credit may be granted.

A maximum of six credits shall be awarded for each examination; of these credits, only three may be applied to the Constellation LVC requirements in the appropriate area.

DSST POLICY

Students taking DSST exams will be granted credit in accordance with the American Council on Education (ACE) recommendations and with approval of the registrar, the appropriate department chair, and, if seeking to fulfill a Constellation LVC requirement, approval of the assistant dean and director of Constellation. ACE recommends credit for a minimum score of 400 on a 200–500 scale.

INTERNATIONAL BACCALAUREATE (IB) PROGRAM POLICY

Lebanon Valley College values the IB Diploma Program and its curriculum that

develops sophisticated, critical thinking, intercultural competence, and respect for diversity. We welcome applications from IB students.

Credit for appropriate courses will be granted to entering students who achieve scores of 5, 6, or 7 on International Baccalaureate individual subject examinations. For each Higher-Level subject, 6–8 credits will be granted; for each Standard-Level subject, 3–4 credits will be granted. Three elective credits will also be granted for grades of C or better on the Theory of Knowledge and Extended Essay components.

Students who complete the IB Diploma Program and achieve an overall score of 30 or better will automatically be granted 30 credits. Credit for equivalent courses will only be given for individual subject scores of 5 or better, otherwise only elective credit will be granted.

LIFE EXPERIENCE CREDIT POLICY

Lebanon Valley College provides for the awarding of undergraduate academic credit for knowledge acquired through nonacademic experience in subjects in the College curriculum. The experience should have a direct relation to the material taught in a course in the College curriculum and should extend over a sufficient period to provide substantive knowledge in the relevant area. Matriculated students who believe they qualify for such credit may petition the appropriate department through their academic advisors. This petition must be outlined on the Experiential Learning Application and:

1. detail the relevant experience in question;
2. provide appropriate supporting evidence;
3. note the equivalent College course by department and number; and
4. state the number of credit hours sought.

The appropriate department will consult with the academic advisor to determine the best means (interview, examination, portfolio, etc.) for evaluating the experience.

Approval of experiential credit must be made in writing over the signatures of the academic advisor, the appropriate department chair, and the associate dean of academic affairs. There is a fee for evaluating each application for experiential learning credit, and it is charged without regard of the outcome.

Experiential credit cannot exceed a maximum of 12 credit hours in the degree program.

MILITARY AND WORKPLACE TRAINING CREDIT POLICY

Lebanon Valley College recognizes learning through military and workplace training. Credit is awarded in accordance with credit recommendations by the American Council on Education (ACE) and where training is equivalent to or consistent with Lebanon Valley College curricula and standards. Coursework may satisfy Constellation LVC or major requirements with approval of the director of curriculum and the appropriate department chair, respectively. To receive credit, students must provide an official transcript that documents successful completion of their training and includes ACE credit recommendations.

Advising Program

Each student has an academic advisor whose role is to counsel regarding registration procedures, course selections, academic requirements, and regulations. The student is expected to obtain the advisor's counsel and approval before registration, withdrawal, election of pass/fail option, and/or change in credit/audit status.

DECLARATION OF MAJOR (UNDERGRADUATES ONLY)

On entering Lebanon Valley College, students indicate that they are open or declare a desired major with approval of the department chair or program director. Open majors must make a formal declaration by the time they have completed 60 credit hours.

Undergraduate Class Standing

Students are classified academically at the beginning of each year. Membership in the sophomore, junior, or senior classes is granted to students who have earned a minimum of 28, 56, or 84 credit hours respectively.

Course Registration

Students are required to register for courses on designated days of each term. Priority is given to degree or certificate-seeking students. Undergraduate registration occurs in order of class standing to ensure enrollment in courses required to satisfy graduation requirements.

CHANGE OF REGISTRATION

Change of registration, including pass/fail elections, changes of course credit hours, changes from credit to audit and vice versa, must be approved by the advisor. In most instances, registration for a course shall not be permitted after the Add/Drop Period. For a 15-week semester, the first week of classes constitutes the Add/Drop Period. For accelerated courses (those meeting fewer than 15 weeks), students may only add a course after its first meeting (face-to-face meeting or the start date of an online or hybrid courses) with permission of the instructor and the registrar. Students may drop an accelerated course before the second class meeting or, for accelerated online or hybrid courses, within five days of the course start date. For highly accelerated courses (fewer than five weeks), students may not drop any later than after 20 percent of the courses has elapsed from its start date.

With the permission of the advisor, a student may withdraw from a course during the first ten weeks of a 15-week semester or, for other course lengths, during the first two-thirds of the course. However, first-time freshmen (those who have not completed college coursework beyond high school) may withdraw from a course at any time through the last day of a class with permission of the advisor.

A fee is charged for every course added at the student's request after the publicized Add/Drop Period. A grade of "W" is recorded when withdrawing from a course. Failure to give notice of withdrawal to the Registrar's Office (for undergraduates) or the graduate program office (graduate students) will result in a grade of "F." Notifying the instructor does not constitute official withdrawal.

Students who drop below full-time status (below 12 credits) during the Add/Drop Period will be re-billed as part-time students. Resident students who drop to

part-time must have the permission of the associate dean of student affairs. Other considerations regarding financial aid, academic progress, and health insurance must be made before dropping to part-time status.

Full-time students who drop courses after the publicized Add/Drop Period in a 15-week semester will not have their status changed to part-time. However, consideration must be given to academic progress and future eligibility for financial aid.

AUDITING COURSES

Students may register to audit courses with the approval of their academic advisor and the instructor. Courses may be audited on a space-available basis. Audited courses are counted in considering the course load relative to the limit of hours and may result in an overload charge for full-time students. No credit is given for an audited course, but the audit will be recorded on the transcript with a grade of "AU" if the student attends regularly. If the student does not attend regularly, they will be withdrawn from the course with a grade of "W." A change of registration by undergraduate students from credit to audit or from audit to credit, with the approval of the instructor and the advisor, must be accomplished during the first ten weeks of a 15-week semester or, for other course lengths, during the first two-thirds of the course. Graduate students may make this change no later than the last day to add a course.

PASS/FAIL (UNDERGRADUATES ONLY)

An undergraduate student may elect to take up to two courses per term on a pass/fail basis; however, only six such elected courses can be counted toward graduation requirements. In addition to courses elected to be pass/fail, students are permitted to count courses designated as pass/fail, which are required within a major or minor. Except for courses that are designated pass/fail, no courses elected by students to be taken pass/fail may be used to meet the requirements of the Constellation LVC Program or other programs, the major(s), the minor(s), or secondary education certification. A student may select or cancel a pass/fail registration any time during the first ten weeks of a 15-week semester or, for other course lengths, during the first two-thirds of a course. First-time freshmen may change to or from a pass/fail registration through the last day of class.

Passing with honors will be designated by the grade PH indicating that a grade of B+ or higher was earned. If a student does not pass the course, the student will receive an F on the transcript. See grading systems, below.

REPETITION OF COURSES

A student may repeat, for a higher grade, a previously taken course, subject to the following provisions: both the previous and repeated courses must be taken at Lebanon Valley College, with the credit hours are given only one time. The higher grade is computed in the cumulative grade point average. Each term grade report will show credit hours passed each time, but the total hours toward a degree will only factor repeated course credits once. For a course previously passed P/F, the grade received in the subsequent registration for regular grade is the "higher grade." Each grade received remains on the permanent record and a notation is made thereon that the course has been repeated.

There is no limit to the number of courses that can be repeated by undergraduates, but graduate students may repeat no more than two courses with any given course being repeated only once.

RETROACTIVE COURSE WITHDRAWAL POLICY

A student may petition to the associate dean of academic affairs for a retroactive withdrawal from a course or from the College (all courses taken during that term) if and only if circumstances of a severe and compelling nature prevented a student from completing coursework and further prevented them from withdrawing by the established deadline. A decision to grant a retroactive withdrawal is independent of a tuition refund decision, which is made according to a separate policy.

Students may be considered for a retroactive withdrawal under the following conditions:

- They have documentation of a serious illness that affected their ability to complete coursework after the withdrawal date.
- They encountered extreme and unusual circumstances that were beyond their control, occurred after the withdrawal date, and could not have been addressed during the term in which the course(s) was taken.

Retroactive withdrawals will not be approved under the following conditions:

- The student is dissatisfied with the course grade.
- The student neglected or forgot to withdraw from the course(s) or assumed the instructor or Registrar's Office would complete the withdrawal.
- The student claimed they were unaware of withdrawal deadlines.
- The student changed their major and is working toward a degree that does not require this course.
- The student experiences illness or a crisis early enough in the term to have withdrawn during the term.
- The student is attempting to receive a retroactive accommodation for a disability.

Students petitioning for a retroactive withdrawal must provide the appropriate documentation that supports their request.

FULL-TIME CLASSIFICATION AND LIMIT OF HOURS

To be classified as full time, an undergraduate student must take at least 12 credit hours in a term. Seventeen credit hours is the maximum permitted without approval from the student's advisor and permission of the registrar. To be permitted to take more than 17 credits, the student should have a cumulative grade point average of 3.000 or higher, or be a senior. Audited courses are counted in determining the course load, but music ensembles and individual instruction courses are not. Students shall pay the prevailing tuition rate for each credit hour beyond 17 (not counting music ensembles and individual instruction).

Graduate students enrolled in 9 or more credits in a term are considered full-time.

The load for students enrolled in both undergraduate and graduate courses will be assessed according to their primary program (whichever degree or certificate program is expected to be completed first).

COURSES TAKEN AT OTHER INSTITUTIONS

A student enrolled for a degree at Lebanon Valley College may not enroll in courses at any other institution nor receive LVC credit for such courses without prior consent of their advisor and the registrar.

Attendance Policy

At Lebanon Valley College, the academic program is the centerpiece of the student's experience. Regular attendance and participation in all courses is essential to academic success.

Students are expected to attend all scheduled class sessions for the full class time and, for courses meeting partially or fully online, to participate in all activities throughout the course. It is the student's responsibility to attend class and to be accountable for all work missed in the event of being absent from class. Faculty are not obligated in any way whatsoever to make special arrangements for any student who is absent from class.

Specific class attendance policies are determined by individual faculty members. These may include regulations regarding tardiness. Faculty members have the right to reduce a student's final course grade based on their attendance. Each faculty member's attendance policy—and the consequences students face when exceeding the allotted number of absences—must be clearly stated in the course syllabus and explained to students on the first day of class. Academic departments may also have an attendance policy, particularly one regarding practicums, student teaching, or clinical experiences.

For courses that meet in an accelerated format (fewer than 15 weeks), regular attendance and participation from the onset of the course is especially important. Initial participation is required for a student to remain enrolled in an accelerated course. Initial attendance and participation is defined as physical attendance (for face-to-face and hybrid courses) or submitting academically inclined work within the first week of the course. Examples of academically inclined work include:

- Submitting a graded assignment
- Completing a graded discussion post, quiz, or activity
- Attending a synchronous session

Students who fail to attend or participate in the first week of an accelerated class will be contacted to determine their intentions. If they fail to participate in the second class (or, for online courses, during the second week), they will be dropped from the course without a notation on their transcript.

EXCUSED ABSENCES

An excused absence from a course session that meets face-to-face is defined as an absence for which a student is not penalized. It is possible, but not guaranteed, for a student to be excused from class when participating in an authorized College activity, such as field trips, athletic competitions, performances, and departmental or College events. The faculty member of the academic class from which the student will be absent has discretionary authority to grant or not grant the excusal. In general, student attendance at academic classes has priority over other College functions.

When faculty require attendance at class sessions or events outside of students' regularly scheduled academic classes, the faculty member must provide alternative methods of fulfilling the assignment for students who are legitimately unable to participate.

Faculty planning class trips or other activities resulting in student absences from classes in other courses must provide each participating student, as far in advance as possible, with a written request for excusal, which students are then expected to present to their other instructors. The request must detail the nature of the event, date(s), times, names of participating students, and signatures of the instructor(s). The instructor must also notify the registrar. Sponsors of co-curricular events (aside from semester-long sports events), must follow this process as well.

Sports rosters are issued team by team at the beginning of each semester, with the names of participating students, the dates of the athletic contests, and requested excusal times listed on each roster. Unscheduled games will be announced through the Athletic Department. Students are responsible for requesting class excusals for any athletic events. Athletic practices do not warrant a request for class excusal.

In all cases, when a student is absent from class—whether the absence is excused or not—the student remains responsible for all and any work missed. When requests for excused absences are granted, the faculty member may stipulate when and in what manner the missed work must be completed by the student.

If attendance requirements conflict, the vice president of academic affairs and dean of the faculty will mediate.

LONG-TERM ABSENCES

A long-term absence from a class may severely impact a student's ability to complete a course successfully.

Notifications. If a student will be absent for more than one calendar week during the 15-week semester or accelerated courses, they should notify the assistant dean of academic success, who will facilitate communication among key personnel at the College. A graduate student missing more than 20% of an accelerated course should notify the program director. The student should also contact their faculty. Assuming it is possible, the student should indicate the dates they will be absent to the faculty and the assistant dean of academic success or program director, as appropriate.

Administrative Withdrawal. A long-term absence from a class or classes may result in administrative withdrawal from the course or the College. In a traditional 15-week semester, a student will be administratively withdrawn with a grade of "W" after three calendar weeks provided the deadline to withdraw has not passed.

Departmental policies, particularly those about a clinical or practicum experience, take precedence over the College's generalized policy on long-term absences. Students should consult the Student Handbook for their academic programs to familiarize themselves with the department's attendance policy.

CONCUSSION RETURN-TO-LEARN POLICY

The College currently offers "provisional or temporary" accommodations for individuals who have been diagnosed with a concussion. Such accommodations are

assessed by the Center for Accessibility Resources in collaboration with medical professionals (i.e., athletic trainers, physical therapists, and physicians) and are based on supporting documentation and recommendations.

The College’s Attendance Policy holds that regular attendance at all courses is essential to academic success, and it is the student’s responsibility to attend class and to be accountable for all work missed in the event of being absent from class. Specific class attendance policies are determined by individual faculty members.

When deemed necessary, adjustments and accommodations are outlined in a letter from the Center for Accessibility Resources as “Temporary Academic Accommodations” and students are responsible for communicating the necessary accommodations to individual professors. Temporary accommodations may be provided for both physical and cognitive rest. The student is responsible for any work missed and arrangements for make-up work must be made in cooperation with course professors. During this process, students are encouraged to speak with each professor to determine course specific requirements that may be postponed or excused (i.e., postponed exams, extra time for project/assignment completion, reduced reading assignments). Students are also responsible for meeting with the director of accessibility resources on a weekly basis during the usage of temporary accommodations.

When the concussed student experiences prolonged cognitive difficulties and symptoms beyond the second week post-injury, the student should consider implications that may hinder the successful completion of coursework. Students are encouraged to meet with their academic advisor and the assistant dean of academic success to consider options if coursework missed becomes too onerous to make up.

Grading Systems and Grade Point Averages

UNDERGRADUATE GRADES

Student work is graded A (excellent), B (good), C (satisfactory), D (requirements and standards met a minimum level), or F (course requirements not met). For each credit hour in a course, students receive the following quality points:

A	4.00	C	2.00
A-	3.67	C-	1.67
B+	3.33	D+	1.33
B	3.00	D	1.00
B-	2.67	D-	0.67
C+	2.33	F	0.00

F carries no credit or quality points, but grades of F are used in calculating the grade point averages.

The cumulative grade point average is calculated by dividing the quality points by the credit hours completed. Candidates for a degree must obtain a cumulative grade point average of 2.000 and a major grade point average of 2.000. Additional majors and any minors also require a 2.000 grade point average. A student may not take a course that has a prerequisite course they have failed.

Students may elect to take courses pass/fail, subject to the pass/fail policy (see above) and receive grades of P (pass), PH (pass with honors, equivalent to a B+ or higher), or F (fail). Some courses are graded solely on a pass/fail basis, with an option for PH for superior work in the judgment of the instructor. Zero credit courses are graded on an S (satisfactory)/U (unsatisfactory) basis. Some zero credit courses may award a grade of NG (Not Graded) to either indicate that a grade is not given or the grade is incorporated in another course (e.g., lab/lecture courses). Grades of P, PH, S, U, or NG do not carry quality points and do not impact grade point averages.

GRADUATE GRADES

Student work is graded A, A-, B+, B, B-, C+, C, and F. Graduate grades hold the same quality points as undergraduate grades.

Graduate students may not elect to take courses pass/fail, though some graduate courses are graded pass/fail solely.

INCOMPLETE AND WITHDRAWAL GRADES

In addition to the above grades, the symbols I, IP, and W are used for both undergraduate and graduate students.

I indicates that the work is incomplete (certain required work postponed by the student for a substantial reason with the prior consent of the instructor) but otherwise satisfactory. This work must be completed within the first four weeks of the end of the course or the I will be converted to an F. Instructors may set an earlier deadline. Appeals for an extension of the incomplete grade past the four-week period must be approved by the instructor and presented to the registrar before the incomplete due date. Extensions of incompletes for graduate students also require the prior approval of the program director.

IP (in progress) is a temporary grade for certain courses that have not concluded by the end of the term.

W indicates withdrawal from a course after the add/drop period through the 10th week of a 15-week semester or, for other course lengths, during the first two-thirds of the course, except for undergraduate first-time, freshmen who may withdraw through the last day of a course.

GRADE CHANGES

Once a grade has been recorded it may not be changed without the approval of the instructor and the registrar. Students who feel the grade may be inaccurate must contact the instructor within 30 days from the end date of the course in question.

Grievances Filed by Students against Faculty Members Concerning Final Grades

A student may file a grievance against a faculty member if the student has sufficient reason to dispute a final grade earned in a course.

INITIAL STEPS

- The student must first contact their instructor to question the disputed grade. This contact must be done in writing and must take place as soon as possible,

but no later than 30 days after the end of the course in which the concern originated. The student may seek the support of their academic advisor, or another faculty member, in preparing this written communication.

- If the matter is not resolved, the student should arrange a meeting with the instructor to review the grade. If an agreement is reached, the matter is settled. Otherwise, the student may proceed to Mediation.

MEDIATION

- Within ten days of completing the initial steps, the student shall send a written request to the faculty member's chair or program director (as appropriate), outlining the basis of the grade appeal and requesting a meeting. A copy of this communication must be provided to the instructor by the chair or program director. The department chair or program director will schedule a meeting with the student, chair/program director, and instructor. If an agreement is reached at this level, the problem is resolved, and no further action needs to be taken. If no agreement is reached, the student may elect to proceed to an appeal. If the grade appeal is directed against the chair or program director, the process proceeds without mediation directly to an appeal.

APPEAL

- Within ten days of completing mediation, the student will send to the associate dean of academic affairs (ADAA) a written request to have the case heard by an Appeals Board. The ADAA will, within 14 calendar days of receiving the written request, convene an Appeals Board that will serve for the term of the appeal in question. The board will be made up of two faculty members and one member of the student body. The ADAA will serve as chair of the Appeals Board and as a non-voting member, and is responsible for documenting the events of the hearing and appointing the two faculty members. The student will be selected by the associate dean of student affairs (ADSA). The student and instructor involved in the appeal must be present during the entire hearing, excluding deliberations. Each may be assisted during the hearing by an advisor from among current students, faculty, administration, or staff. This individual serves in an advisory capacity only. They may not actively participate in the hearing.
- The Appeals Board shall have 72 hours from the time it is convened to decide. The student and faculty member are to be notified in writing of the board's decision. The decision of the Appeals Board is final.

RECORDS

The Appeals Board is the final source of appeal and will also serve as the repository of records that are kept of the grievance. After the dissolution of the board, a repository of grievance records will be kept in the Registrar's Office.

Grievances Filed by Students Against Faculty Members Concerning Other Matters

A student may file a grievance against a faculty member unrelated to grades or Title IX violations. Such grievances typically address violations of the College's, department's, or program's standards regarding professional conduct, safety, and

fairness. If a student wishes to file a grievance against a faculty member, the following procedures should be followed:

INITIAL STEP

- The student must inform the faculty member of the problem before proceeding to the next step. This may be done in person or writing and must take place as soon as possible. If the reported concern originated in a course, this step must be initiated no later than 30 days after the end of the course. The student may seek the support of their academic advisor, or another faculty member, in any communication with the faculty member, and either the faculty member or the student may request that a mutually agreed-on third party be present at any meeting. If an agreement is reached, the matter is resolved. Otherwise, the student may proceed to Mediation.

MEDIATION

- Within ten days of completing the initial step, the student shall send a written request to the faculty member's department chair or program director (as appropriate), outlining the basis of the grievance and requesting a meeting. A copy of this communication must be provided to the faculty member by the chair or program director. A meeting will then be held with the student, chair/program director, and faculty member. If the grievance is directed against the chair or program director, that chair/program director must select another faculty member who will receive a copy of the communication and be present at the meeting. If an agreement is reached at this level, the problem is resolved, and no further action needs to be taken. If no agreement is reached, either the student or the faculty member may elect to proceed to Grievance.

GRIEVANCE

- Within ten days of completing Mediation, the student may send to the associate dean of academic affairs (ADAA) a written request to have the case heard by a Grievance Hearing Board. The ADAA will, within 14 calendar days of receiving the written request, convene a Grievance Hearing Board that will serve for the term of the grievance in question. Voting members of the board will consist of two faculty members and one member of the student body. The student representative will be selected by the associate dean of student affairs. The ADAA will serve as chair of the Grievance Hearing Board and is responsible for documenting the events of the hearing. The process of forming the Grievance Hearing Board conforms to the Faculty Policies Manual.
- The student and faculty member must be present during the entire hearing, excluding deliberations. Each may be assisted during the hearing by an advisor from among current students, faculty, administration, or staff. This individual serves in an advisory capacity only. They may not actively participate in the hearing.
- The hearing board shall have 72 hours from the time it is convened to decide. The student, faculty member, and department chair/program director are to be notified in writing regarding the board's decision.

RECORDS

The Grievance Hearing Board is the final source of appeal. The ADAA serves as a repository of all records that are kept of the grievance. After the dissolution of the

board, a repository of grievance records will be kept in the Registrar's Office for five years following a student's last date of attendance at the College.

Academic Honesty

Lebanon Valley College expects its students to uphold the principles of academic honesty. Violations of these principles will not be tolerated. Students shall neither hinder nor unfairly assist the efforts of other students to complete their work. All individual work that a student produces and submits as a course assignment must be the student's own.

Cheating and plagiarism are acts of academic dishonesty. Cheating is an act that deceives or defrauds. It includes, but is not limited to, looking at another's exam or quiz, using unauthorized materials during an exam or quiz, colluding on assignments without the permission or knowledge of the instructor, and furnishing false information to receive special consideration, such as postponement of an exam, essay, quiz, or deadline of an oral presentation.

Plagiarism is the act of submitting as one's own the work (the words, ideas, images, or compositions) of another person or persons without accurate attribution. Plagiarism can manifest itself in various ways: it can arise from sloppy, inaccurate note-taking; it can emerge as the incomplete or incompetent citation of resources; it can take the form of the wholesale submission of another person's work as one's own, whether from an online, oral, or printed source.

The seriousness of an instance of plagiarism—its moral character as an act of academic dishonesty—normally depends on the extent to which a student intends to deceive and mislead the reader as to the authorship of the work in question. Initially, the instructor will make this determination.

In the unfortunate event of an alleged breach of academic honesty, a student will be assured due process as follows:

- No later than three weeks after the instructor's observation of academic dishonesty, the instructor will present to the student (orally or in writing) the specific charge with all supporting documentation. Documentation should include the nature of alleged academic dishonesty, a description of the incident, and the evidence supporting the charge. At the moment the work has been submitted, the student involved forfeits the right to withdraw from the course or to change their course status in any way.
- Following this notification, the instructor will meet with the student and permit the student to respond to the charge with factual information and mitigating circumstances related to the charge. If circumstances prohibit a face-to-face meeting (as might be the case if the incident occurs at the end of a term), the student may respond to the charges via email.
- If the instructor concludes that the student is culpable of academic dishonesty, the instructor shall report the suspected incident to the associate dean of academic affairs (ADAA).
- Information related to the offenses of academic dishonesty must be passed by the faculty member to the ADAA who shall retain the information for as long as the student involved is enrolled at the College. Information and evidence concerning academic dishonesty are the property of the College.

- The ADAA and student charged with academic dishonesty will meet in a closed session to review the charges and the supporting evidence. Following this meeting, the ADAA shall send the student formal correspondence describing the consequences of this offense and any further offenses.

Sanctions for Undergraduate Students

- For the first offense of academic dishonesty, the instructor has the option of implementing whatever grade-related penalty they deem appropriate, up to and including failure in the course.
- For the second formally established offense of academic dishonesty, failure in the course is warranted; the ADAA shall so notify the faculty member(s) involved. Additionally, the ADAA has the authority to take further action against the student, up to and including suspension or permanent dismissal from the College.
- For the third formally established offense of academic dishonesty, failure in the course and removal from the College are warranted. Removal may take the form either of suspension for one or two terms or permanent dismissal. Permanent dismissals are recorded on a student's academic transcript.

Sanctions for Graduate Students

- For the first formally established academic dishonesty offense, failure in the course is mandatory.
- For the second formally established offense, failure in the course and dismissal from the graduate program and College are mandatory. Permanent dismissals are recorded on a student's academic transcript.
- The ADAA has the authority to determine whether actions by a student constitute "offenses of academic dishonesty" as described previously.
- The student may appeal the determination of academic dishonesty within 10 business days following the date of the decision sent to the student from the ADAA. Failure by the student to appeal within the limited time period constitutes a waiver of the student's right to appeal.
- The appeal must be made in writing and forwarded to the vice president of academic affairs and dean of the faculty (VPAA/dean of the faculty). An appeal will be awarded given either of the following conditions:
 - The College's policies and procedures were not followed by the instructor;
 - Significant and new evidence supporting the student's defense was discovered after the hearing.
- The VPAA/dean of the faculty will assemble an Appeals Committee, consisting of two members of the teaching faculty and one member of the student body. The VPAA/dean of the faculty will appoint one of the two faculty members to serve as chair of the Appeals Committee. The Appeals Committee has the authority to: (a) affirm or reverse the findings and actions of the instructor and the ADAA, and; (b) reduce or moderate the ADAA's decision on suspension or expulsion. The Appeals Committee does not have the authority to change a grade decision. Findings will be communicated in writing to the student, instructor, ADAA, and VPAA/dean of the faculty.

- The chair of the Appeals Committee will consult with the student and instructor to schedule an appeals hearing. The student and instructor will be given at least two days' notice of the date, time, and place of the hearing. The student and instructor must be present during the hearing, excluding deliberations. The student may be assisted during the appeals hearing by an advisor of choice from among the current students, faculty, administration, or staff, but may not be assisted during the appeals hearing by anyone else. The selected individual may function in an advisory capacity only. They may not actively participate in the appeals hearing.
- The student will be informed in writing of the committee's decision within 24 hours following the appeals hearing.
- Records related to academic dishonesty will be kept for five years following a student's last date of attendance at the College, except for records of actions resulting in permanent dismissal, which will be kept permanently.

Academic Standing Requirements

UNDERGRADUATE ACADEMIC STANDING REQUIREMENTS

After each fall and spring semester, members of the Academic Affairs Council meet to review the academic performance of all undergraduate students. In addition, the academic performance of students in accelerated programs is reviewed at the end of the summer term.

To maintain good academic standing at the College, students must achieve minimum cumulative grade point averages appropriate to progress toward their degree and must complete coursework at a regular and sustained pace. Minimum cumulative GPAs are as follows:

Credit Hours Completed	Required Cumulative GPA
1-27	1.600
28-55	1.700
56-83	1.800
84 or more	1.900

Students who have not achieved the above minimum grade point averages will be given an **Academic Warning**, placed on **Probation**, or **Academically Suspended** from the College.

Academic Warning. The first time students fall below the required cumulative GPA as listed above, they will be given Academic Warning. Academic Warning constitutes formal notification that a student's academic performance is weak and that they need to devote increased attention to academic work. Students receiving Academic Warning are cautioned that unless they achieve an acceptable cumulative grade point average, they will be placed on Probation and thereby lose the privilege of participating in extracurricular activities (including such activities as intercollegiate sports, student government, campus media, student clubs, and Greek and service organizations).

Probation. Students who fall a second time below the required cumulative GPA (whether in consecutive or nonconsecutive semesters) will be placed on Probation. A student on Probation will not be permitted to take part in extracurricular activities.

Final Probation. Students who fall a third time below the required cumulative GPA (whether in consecutive or nonconsecutive semesters) will be placed on Final Probation. A student on Final Probation will not be permitted to take part in extra-curricular activities, and the student will be informed that unless the student restores to good academic standing and maintains that status, the student will be suspended from the College.

Academic Suspension. Students will be suspended academically from the College when (1) they fall a fourth time below the required cumulative GPA (whether in consecutive or nonconsecutive semesters); (2) they fail to achieve a cumulative GPA of at least 0.750 at the conclusion of any semester, having attempted 6 or more cumulative institutional credit hours; (3) they have not earned by the conclusion of the second and subsequent semesters of full-time enrollment a total of at least 6 credit hours of coursework for each semester completed. Students suspended for academic reasons will not be permitted to return for at least the full subsequent semester (fall or spring). Students in accelerated programs who are suspended for the spring semester may apply to return in the summer.

In the event of an academic suspension, a student may appeal the decision and will be assured due process as follows:

- No later than ten business days following the date of the letter informing the student that they have been suspended, the student may appeal the decision. Failure to appeal within the limited time period constitutes a waiver of the student's right to appeal.
- The appeal must be made in writing to the associate dean of academic affairs. An appeal will be awarded given the following conditions:
 - a change was made to a student's grade in a course, and this change occurred before the start of the semester for which the student was suspended;
 - severe mitigating circumstances sufficiently documented by an authority contributed to the student's poor academic performance.
- The associate dean of academic affairs will assemble an Appeals Committee, consisting of at least two members of the Academic Affairs Council and one member of the faculty. The associate dean of academic affairs will serve as the chair of the Appeals Committee. The Appeals Committee has the authority to affirm or reverse the decision to suspend the student.
- The chair of the Appeals Committee will consult with the student and members of the assembled committee to schedule a hearing. All persons will be given at least two business days' notice of the date, time, and place of the hearing. The student must be present at the hearing to present their case to the committee.
- The student may be assisted during the hearing by an advisor of choice from among current full-time students, faculty, administration, or staff, but may not be assisted during the hearing by anyone else. The selected individual may function in an advisory capacity only. They may not actively participate in the appeals hearing. If the student has documentation from an authoritative source, the committee will review that material as well.
- Within 24 hours following the appeals hearing, the committee's decision will be communicated in writing to the student, student's advisor, registrar, vice

president of academic affairs and dean of the faculty, and vice president of student affairs and dean of students. The decision of the Appeals Committee is permanent and final.

To request reinstatement following a suspension, students must apply for re-enrollment to the associate dean of academic affairs. To be considered for re-enrollment following an academic suspension, a student must provide evidence that they are prepared for the rigors of post-secondary education and have addressed whatever difficulties contributed to poor academic performance. This evidence may include letters of recommendation from employers, counselors, or medical professionals. Suspended students are highly encouraged to complete and earn grades of C or better in at least 6 credits of college-level work at another college.

On reinstatement to the College following a suspension, a student will have two semesters to bring up their cumulative GPA to the minimum required for good academic standing at the College. Until the student achieves good academic standing, they remain on probationary status and are not eligible to participate in extracurricular activities. A suspended student who returns to the College and who is suspended again for academic reasons will be permanently dismissed from the College. A permanent academic dismissal is recorded on a student's academic transcript.

GRADUATE ACADEMIC STANDING REQUIREMENTS

The following policy applies to students in graduate programs, except for those programs that have established their own academic standing requirements. In such cases, requirements are stated in the description of the academic program in the Graduate Academic Programs section of this catalog.

Every student's academic progress shall be reviewed at the end of each academic period by the program director. Any student whose average falls below a 3.000 cumulative GPA or who earns a C or F in three or more credit hours will be placed on academic probation. A student on academic probation may be required to retake courses or correct other academic deficiencies and must achieve a 3.000 cumulative average within one term of being placed on probation. A student may repeat a maximum of two graduate courses with any given course being repeated only once. Students who fail to correct deficiencies will be permanently dismissed from the program.

Probation Process. Once a student has been placed on probation, the student has one term to return to good academic standing. If the student is unable to take courses due to extenuating circumstances, arrangements should be made for a scheduled hiatus and, after returning to the program, the student has one term to return to good academic standing. Failure to do so will result in dismissal from the program. Students earning an F in a graduate program core course will have to repeat the course successfully. Students earning an F in an elective course will have the option to repeat the failed course or, if applicable, select a suitable alternative. Students should be aware of the consequences of poor academic performance on their employer reimbursement and loan eligibility.

Dismissal. Failure to return to good academic standing after a term on probation will result in dismissal from the program.

Appeals Process. A student may appeal a dismissal decision to the associate dean of academic affairs. No later than ten (10) business days following the date of the letter informing the student that they have been dismissed, the student may appeal the decision. Failure to appeal within the limited time period constitutes a waiver of the student's right to appeal. The appeal must be made in writing. An appeal will be granted if severe mitigating circumstances sufficiently documented by an authority contributed to the student's poor academic performance. The associate dean of academic affairs will assemble an appeals committee, consisting of a member of the Academic Affairs Council, a full-time faculty member, and the graduate program director. The associate dean of academic affairs will serve as the chair of the appeals committee. The appeals committee has the authority to affirm or reverse the decision to suspend the student. The decision of the appeals committee is permanent and final.

Reinstatement. A student may request reinstatement following dismissal by submitting a written application for re-enrollment to the appropriate program director. The student must provide evidence that they are prepared for the rigors of graduate education and have addressed whatever difficulties contributed to poor academic performance. This evidence may include letters of recommendation from employers, counselors, or medical professionals. The application for re-enrollment must be received with sufficient time to allow a student to complete the program within the maximum timeframe indicated in the Time Restriction policy. After reinstatement to a graduate program following a dismissal, a student will have one term to return to good academic standing. A student who fails to return to good academic standing will be permanently dismissed without recourse to appeal.

An academic dismissal is recorded on a student's academic transcript.

Satisfactory Academic Progress for Financial Aid

In addition to meeting academic standing requirements, described above, students must also maintain Satisfactory Academic Progress (SAP) toward a degree to maintain eligibility for federal and institutional financial aid. All students must earn a minimum of 67% of their total credits attempted. In addition, undergraduate students must maintain a cumulative grade point average of 1.600 (1-27 credits completed), 1.700 (28-55 credits completed), 2.000 (56 or more credits completed). Graduate students must maintain a cumulative grade point average of 3.000. This review is conducted by the Financial Aid Office after each fall, spring, and summer terms.

PHEAA Grant recipients enrolled full-time must earn a minimum of 24 credits per academic year or 12 credits per semester, if enrolled for one semester during the academic year. There is no GPA requirement. This review is conducted annually after the spring semester.

The full policy information is available at www.lvc.edu/financial-aid.

Separation from the College

IN-ABSENTIA

The College treats students in domestic- or foreign-study programs as students-in-absentia. Any student who studies for a semester or academic year at another institution with the intent of returning to the College is considered a matriculated student. A student desiring in-absentia status should complete the form in the Registrar's Office and secure the approval of the advisor, registrar, and director of global education. Students will receive information regarding registration and room sign-up after they notify the registrar of their address abroad or in the United States.

LEAVE OF ABSENCE

For reasons of health or other compelling circumstances, full-time students may request a voluntary leave from the College for the duration of one or two fall or spring semesters. The option to take a leave of absence is usually available to students who have attended classes past the add/drop period of their first term. Before the end of the drop/add period, new students should contact the Admission Office to learn what their options are for re-enrollment.

A student desiring a leave of absence should complete the form available from the Registrar's Office, indicate their anticipated date of return, and secure the approval of the associate dean of academic affairs. This form must be returned to the Registrar's Office by 4:30 p.m. on the last day of classes for the leave of absence to take effect that term. Students who have stopped attending classes but failed to complete the leave of absence application and secure the official approval for the leave will be administratively withdrawn from the College.

Students on leave are regarded as continuing students and retain their status for registration, residency, assuming rooms are available, and merit scholarships. For all other forms of financial aid, the student should contact the Financial Aid Office directly.

Part-time students, including any students in an accelerated program, are not required to take a leave of absence if they do not take classes each term. However, they must enroll in a course at least once in a two-year period. If they do not, they must file for a leave of absence to maintain active status, or be administratively withdrawn, as described below. To be granted a leave of absence, graduate students must demonstrate that they will complete their program within the time limit required for graduate degrees (see degree requirements, above). Status changes are reviewed in August, January, and May each year.

When they are ready to return to the College, students should contact their academic advisor to register, as well as other offices needed to facilitate their return. Students who do not provide due notice (60 days) of a change in the date of expected return will be administratively withdrawn from the College and must petition for formal readmission (see below).

WITHDRAWAL FROM COLLEGE AND READMISSION

To withdraw from the College, undergraduate students must complete an official withdrawal form obtained from the Registrar's Office. Submission of this form to the Registrar's Office means that the student has authorized the Registrar's

Office to drop their classes for any upcoming terms. If a student withdraws during the term, classes will be dropped after the withdrawal form has been submitted. Students who officially withdraw from the College after the add/drop period will receive grades of W on their transcripts. For full-time students seeking to withdraw from a 15-week semester, the withdrawal form must be returned to the Registrar's Office by 4:30 p.m. on the last day of classes for the withdrawal to take effect during the semester. A decision to withdraw must be made before any final grades are recorded. Final grades submitted by the faculty will not be converted. Oral notification of a withdrawal does not constitute formal withdrawal.

Graduate students seeking to withdraw must submit a written request to the program director.

Full-time students who do not register each fall and spring term or secure approval for a leave of absence will be administratively withdrawn from the College. The administrative withdrawal will occur after the add/drop period of the semester in which they did not register. Part-time students, including any students in an accelerated program, who do not register for classes for two (2) years and do not secure approval for a leave of absence will be administratively withdrawn from the College.

Students who withdraw or who are administratively withdrawn and later return to the College have forfeited their merit scholarships. Readmission of a student requires written permission from the associate dean of academic affairs (undergraduate students) or the program director (graduate students). All admission and degree requirements will be re-evaluated at the time of the request for readmission.

EMERGENCY WITHDRAWAL OR MEDICAL LEAVE OF ABSENCE

Depending on the circumstances, the College reserves the right to withdraw a student from the College immediately. Such action will be taken only when a student demonstrates the inability to continue as a student or presents an immediate danger to self or others. Such action will be the responsibility of the vice president of student affairs and dean of students, or their designee, in consultation with other members of the College professional staff. After an emergency withdrawal or medical leave of absence, an evaluation supporting return is required and must be submitted to the vice president of student affairs and dean of students, or their designee. Such clearance includes full written documentation from the attending psychologist or psychiatrist to the vice president of student affairs and dean of students substantiating competency to return to the demands of the College environment, and documentation setting forth what follow up treatment is required, if any. The student may not return to campus without this documentation. Additionally, the student is required to meet with the vice president of student affairs and dean of students, or their designee, before finalizing re-enrollment responsibilities.

Disciplinary Action

Students found in violation of the student conduct code are subject to disciplinary action, as stipulated in the Student Handbook. When sanctions result in suspension or dismissal from the College, a student is dropped or withdrawn from courses in accordance with registration policies. A permanent disciplinary dismissal is recorded on a student's academic transcript.

Undergraduate Academic and Graduation Honors

THE DEAN'S LIST

The Dean's List recognizes undergraduate students for outstanding academic achievement during each semester. Students achieving a 3.400 or higher grade point average while carrying at least 12 credit hours for a grade (excluding courses taken pass/fail) shall be named to the Dean's List at the end of each semester.

Students with an incomplete grade will not be awarded Dean's List. If, when all incompletes are resolved, the student meets the Dean's List criteria, they may submit a request to be added to the Dean's List through the Registrar's Office.

GRADUATION HONORS

After completing a minimum of 60 calculated credit hours of residence work, a student may qualify for graduation honors. The honors to be conferred are *summa cum laude* for grade point averages of 3.750–4.000, *magna cum laude* for grade point averages of 3.600–3.749, and *cum laude* for grade point averages of 3.400–3.599.

DEPARTMENTAL HONORS

All major programs provide the opportunity for departmental honors work during the junior and senior years. For specific information, interested students should contact the appropriate department chair. The minimal requirements for departmental honors are a cumulative GPA of at least 3.000, both at the time of application and at the time of graduation; a written thesis; an oral presentation; and approval by a majority vote of the full-time members of the department.

This project is undertaken on a subject of the student's choosing under the supervision of a faculty advisor. Opportunity also exists to do creative work. A maximum of 9 hours credit may be earned in departmental honors.

HONOR SOCIETIES

Alpha Kappa Delta

Alpha Kappa Delta is the international sociology honor society. Students who maintain a 3.000 average in sociology and a 3.300 average overall are eligible to be inducted into the honor society at a ceremony during their senior year. Inducted students will be awarded a teal honor cord to be worn at Commencement.

Alpha Sigma Lambda

Alpha Sigma Lambda is a national honor society whose aim is to recognize the special achievements of non-traditional students who accomplish academic excellence while facing competing interests of home and work. To become a member, students must be at least 24 years old, currently enrolled in a matriculated program, seeking an initial degree, have completed 24 credits at LVC, completed 12 credits in the liberal arts and sciences, earned a minimum 3.400 overall GPA, and be ranked in the top 20 percent of students meeting the above criteria.

Beta Beta Beta

Beta Beta Beta, a national biological honor society, is open to majors in the biological sciences by invitation. To become a member, one must have completed three courses in biology with a GPA of 3.000 in biology and 3.000 overall.

Delta Alpha Pi

Delta Alpha Pi is an international honor society for students with disabilities. Established in 2004, Delta Alpha Pi presents an opportunity to change negative perceptions of persons with disabilities by recognizing those with exemplary academic records. Undergraduate candidates must have completed a total of 24 credits and earned a cumulative average of 3.100.

Gamma Sigma Epsilon

Gamma Sigma Epsilon is a national honor society for students achieving high standards of excellence in the study of chemistry. Active members of the chapter shall be composed of students who have completed a minimum of 20 credit hours in chemistry or biochemistry & molecular biology, at least three credit hours at the 300 level, with a minimum grade point average of 3.300 in all chemistry or biochemistry & molecular biology courses, and at least a 3.000 overall grade point average.

Kappa Delta Pi

Kappa Delta Pi is an international honor society for education students dedicated to promoting excellence in the profession through the advancement of scholarship, leadership, and service. Membership is open to students who have completed at least 30 credit hours with a minimum of 12 credits in professional education courses.

Leadership abilities and a cumulative GPA of 3.600 are also required.

Kappa Pi

Kappa Pi is an international collegiate art honorary fraternity founded in 1911. It is open to any student who has a talent for or supports visual art. Requirements for membership are the completion of 12 credit hours of art courses, a 3.000 GPA in art courses, and a 2.000 overall GPA.

Phi Alpha Epsilon

Phi Alpha Epsilon (the Greek initial letters of the words, “lover of learning and finder of truth”), the College’s honor society, was established in 1935 and recognizes academic achievement and service to others. To be eligible for this award, students must achieve a cumulative grade-point average of at least 3.600, complete at least 24 credits of Constellation LVC coursework at LVC, and achieve the “bronze” level of service hours (as determined by the Office of Spiritual Life) after the fall semester before graduation. Inductees are formally welcomed into the society at a spring banquet.

Phi Alpha Theta

Phi Alpha Theta is a national honor society dedicated to the study of history through research, teaching, publication, and the exchange of learning and ideas. Membership is awarded to undergraduates who have completed 12 credits in history and achieved a minimum grade-point average of 3.500 in history and 3.400 overall.

Phi Kappa Pi

Phi Kappa Pi, LVC’s honor society in business, is open to accounting, business, economics, and international business majors. Selection is made by Business Department faculty. Membership is open to those with junior or senior status and a

department GPA of 3.400 or higher and a College GPA of 3.250 or higher. Candidates for membership must also exhibit participation in department, College, or community activities demonstrating leadership and non-academic involvement.

Phi Sigma Iota

Phi Sigma Iota is an international honor society that recognizes outstanding ability in the field of language studies, literature, and cultures. It promotes international communication and understanding and is the highest academic honor in the field of languages. Selection is made by languages faculty.

Members are selected from language majors and minors with a department GPA of 3.000 or higher and a College GPA of 3.000 or higher.

Phi Sigma Tau

Phi Sigma Tau is the international honor society for philosophy, dedicated to encouraging interest and activity among students and promoting ties between philosophy departments in accredited institutions. Eligibility requirements include the completion of three full semesters and at least two philosophy courses and a 3.500 GPA in philosophy classes. Inducted students must rank in the upper 35 percent of their class.

Pi Mu Epsilon

Pi Mu Epsilon is a national honor society dedicated to the promotion of mathematics and the recognition of students who successfully pursue mathematical understanding.

Pi Sigma Alpha

Pi Sigma Alpha is the honor society for politics. Members qualify for graduate school scholarships in political science and tuition reductions for certain Washington internship programs. Undergraduate candidates must have completed 60 credits, at least 10 of which are in politics, and a cumulative grade point average of 3.400 or higher.

Psi Chi

Affiliated with the American Psychological Association, Psi Chi is the national honor society for students who are psychology or neuroscience majors or psychology minors. Students must have a College and departmental GPA of 3.200 or higher.

Sigma Iota Rho

Sigma Iota Rho is an honor society for international studies. It promotes and rewards scholarship and service among students of international and global studies. Members must be of junior standing, have completed at least 21 credits toward a major or minor in global studies, and have participated in an approved study abroad program. Students must have at least a 3.300 GPA in global studies and 3.200 overall.

Sigma Pi Sigma

The national physics honor society, Sigma Pi Sigma, recognizes outstanding scholarship in physics and promotes an attitude of service. Members must have completed 45 credit hours, 12 credits of physics coursework, and have at least a 3.500 GPA in physics and 3.400 GPA overall. All members must rank in the upper third of their college class.

Sigma Tau Delta

Sigma Tau Delta, an international English honor society, is open to junior and senior English majors who achieve a major and cumulative GPA of 3.500 and obtain faculty approval.

Theta Alpha Kappa

Theta Alpha Kappa is the only national honor society in the fields of religious studies and theology. Members must have completed three full semesters with a minimum of 12 credits in religion. A GPA of at least a 3.500 in religion courses is also required, as is a 3.000 cumulative GPA. Inducted students must rank in the upper 35 percent of their class.

UNDERGRADUATE ACADEMIC PROGRAMS

Constellation LVC Common Learning Experience

PROGRAM OVERVIEW

Constellation LVC represents a unique approach to a core curriculum. Each course in the core, like each star, has its own distinctive identity and place within the curriculum. In their course of study at Lebanon Valley College, students build their own constellation, making linkages across and between bodies of knowledge. The course charts through our immersive curricular cosmos and is a bold and inventive exploration.

Constellation LVC is intentionally designed to help students develop the skills necessary for success in the 21st century: written and oral communication, critical reading and analysis, information literacy, quantitative reasoning, intercultural competence, problem solving, and integration. This last skill—integration—distinguishes Constellation LVC. It enables students to make connections among their classes, to understand disciplines as different modes of understanding the world, to integrate these ways of knowing into a more complex and accurate model of our society and globe, and to apply these skills in a competitive job market.

This common learning experience has six components that provide opportunities to develop these skills at multiple points in the curriculum.

General education requirements in place before Fall 2016 can be found at www.lvc.edu/common-learning-experiences.

INSTITUTIONAL LEARNING OUTCOMES

Synthesize and integrate knowledge

- Students will demonstrate an understanding of and disposition for learning across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Enhance intellectual and practical skills

- Students will be able to communicate clearly and effectively for different audiences and purposes. They will effectively integrate diverse perspectives, and will demonstrate academic honesty in their communications.
- Students will be able to read critically and distinguish among authors' theses, main ideas, supporting evidence, and rebuttals. When faced with new problems, students will comprehensively explore issues and ideas before accepting or formulating an opinion or conclusion.
- Students will be able to know when there is a need for information, to be able to identify, locate, evaluate, and effectively, and responsibly use and share that information.
- Students will be able to reason about and solve quantitative problems from a wide array of contexts. They will read, understand, and create arguments supported by quantitative evidence and clearly communicate those arguments. These arguments will involve a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).
- Students will be able to design, evaluate, and implement a strategy to answer an open-ended question or achieve a desired goal.

Develop intercultural competence

- Students will develop the set of cognitive and linguistic skills that support effective and appropriate interaction in a variety of cultural contexts.

PROGRAM COMPONENTS AND REQUIREMENTS

General Requirements. 40 credits.

The Constellation LVC Common Learning Experience requires the completion of a minimum of 40 credits of Constellation courses. Students transferring in coursework from other schools or who are approved to substitute different coursework (see exceptions to the Language and Culture requirement, below), may need to complete additional credits from Constellation LVC courses to reach 40 credits. In such cases, additional credits from any area of the program—including credit-bearing Immersive Experiences—may count toward the 40-credit total.

First-Year Experience [FYE]. 2 courses, 8 credits. Taken in the first year.

The First-Year Experience (FYE) introduces students to the unique value of an LVC education. Through participation in small, seminar-style courses, the FYE promotes intensive intellectual questioning and develops a foundation in core skills essential to meet the rigorous curricular demands of our College.

The FYE develops writing and critical reading skills, assists students with the education and emotional transition to college, and fosters a sense of community within the first-year class. FYE topics include "Sports and Society," "Art and the Body," "Thinking Changes Everything," and "Horror in Film and Literature." Class size is small (16 students) and the primary instructor for the course is a full-time faculty member. Students in each FYE course may be housed together in Learning Communities in residence halls.

Students must complete two First-Year Experience courses:

FYE 111. First-Year Experience I. 4 credits.

FYE 112. First-Year Experience II. 4 credits.

Transfer students may count equivalent writing courses from other institutions toward this requirement. Students who satisfy both courses through transfer credit are required to complete the following course:

FYE 113. Introduction to the LVC Experience. 1 credit.

Formative Experiences. 19 credits, one course from each area and additional credits from any area. Can be taken in any year.

Formative Experiences are courses designed to develop the specific skills necessary for success in the 21st century. Formative classes require students to develop skills in intercultural competence, quantitative reasoning, critical thinking, analytical writing, and a second language. These courses may be taken at any time in the four-year curriculum.

Critical Thinking Expressed through Writing [CTW]. One course, 3–4 credits.

Critical Thinking Expressed through Writing courses develop students' abilities to make judgments and draw appropriate conclusions when reading based on an analysis of evidence in the texts. Students will also recognize alternative perspectives, personal assumptions, and other limits. CTW courses further develop students' ability to write effectively according to the appropriate rhetorical conventions. Finally, students improve their understanding of where and how to find appropriate resources and develop their abilities to assess, analyze, and evaluate information. In all CTW courses, writing is taught as a process, and students engage with their instructors in periodic conferences of their work.

Approved CTW courses: ART 260, 350, 365, 370; BIO 222, 304, 312, 313; BUS 260, 285; CSD 320; DCOM 311, 380, 382, 383, 385, 387; DSP 370; ECE 340; ENG 120, 160, 220, 252, 321, 326, 331; EXSC 216, 316; GMN 410; HIS 207, 240, 253, 260, 315; MSC 100, 201, 204; NEU 299; PHL 210, 230, 270, 288, 301, 311, 451; POL 200, 245, 312, 314, 315, 361; PSY 245; REL 230, 280, 311, 451; SED 450; SPE 250.

Intercultural Competence [IC]. One course, 3–4 credits.

Intercultural Competence courses develop students' knowledge and understanding of their own culture as well as other cultures, enhancing their understanding of the limits inherent in any cultural framework. Students will apply their knowledge to cultural frames of reference to critically analyze issues and solve problems. IC courses develop students' curiosity about and openness to diverse people.

Approved IC courses: AMS 280, ART 250, 380; BUS 330; EDU 240, 245; ENG 140, 229, 323, 360, 420, 421, 422, 423; EXSC 314; GLB 101; HIS 103, 104, 105, 125, 126, 202, 217, 241, 275, 287, 288, 305; IDS 210; MBS 203; MSC 202, 241; PHL 140, PHL 299; POL 210; REL 120, 140, 150, 200, 204, 240, 242, 244, 263; SOC 162.

Language and Culture [LAC]. One course at the 102 level or higher according to a student's placement, 4 credits.

Language and Culture courses develop students' intercultural competence and provide opportunities to immerse oneself in a second language and culture, communicate in a second language, and access resources in a second language.

Approved LAC courses: FRN 102, 200, 280, 305, 350, 360, 375, 380, 405; GMN 102, 200, 280, 345, 350, 375, 380, 440, 460; GRK 102; LAT 102; SPA 102, 201, 202, 300, 305, 310, 311, 321, 323, 330, 355, 365, 385, 480.

Language placement: All students with prior study or significant experience (such as language of the home or having lived in a context where the language is used) of French, German, and/or Spanish must take the placement test before they can enroll in a language course. Students will be placed at the appropriate level based on placement test score. If students elect to take a class at a level below where they were placed, they cannot use such courses to satisfy the Language and Culture requirement. Students who are starting a new language will be required to complete courses at the 101 (3 credits) and 102 (4 credits) level. A 101 language course counts as an elective for graduation; it does not satisfy the Language and Culture requirement.

Exceptions: Transfer and high school dual enrollment students who have completed equivalent 102 or higher level language courses at another institution before enrolling at LVC may count such courses, subject to LVC's transfer policy, toward the Language and Culture requirement regardless of placement or high school language study.

A foreign national (typically one who holds a student visa) who has grown up in a non-English speaking culture and completed secondary school work taught in a language other than English may substitute another Formative Experience course in place of a Language and Culture course. Official certification from the school of the language of instruction and completion of the TOEFL exam for entry into LVC will be required. Students who have competence in a language other than English and do not meet these requirements are encouraged to take the Foreign Language Proficiency test of the New York University School of Continuing and Professional Studies or another appropriate test as approved in advance by the chair of the Languages Department and the registrar. Students who take the NYU test and earn a minimum score of 13 on the 16-point exam will earn four credits toward the Language and Culture requirement. The College will provide a proctor and test facility for the NYU test to be administered at LVC. Alternatively, students may take the test at NYU.

Students with significant language-based learning disabilities or auditory disabilities (e.g., auditory processing deficits or deaf/hard of hearing), as verified by the Center for Accessibility Resources, will be permitted to substitute an additional Intercultural Competence course in place of the required Language and Culture courses.

Quantitative Reasoning [QR]. One course, 3–4 credits.

Quantitative Reasoning courses develop students' abilities to reason about and solve quantitative problems from a wide array of contexts. Students will read, understand, and create arguments supported by quantitative evidence and communicate those arguments, using a variety of formats. In addition, the courses develop students' abilities to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the assumptions used and other limits of the analysis.

Approved QR courses: AMS 112; BUS 170; ECN 101, 102; MAS 100, 111, 112, 150, 161, 162, 170, 270; POL 370; PSY, 312; SOC 310.

Connective Experience [COE]. Three 3-credit courses and one 1-credit integration course (10 credits total). All four courses are taken in the same academic year, either in the sophomore or junior year.

The Connective Experience is a unique feature of LVC, in which students choose a topic reflecting their interest and explore that topic from three angles. Each of the three courses explores the topic from a specific disciplinary perspective, or 'path of inquiry,' either in the natural sciences, humanities, or social sciences. These courses allow our students to pursue their interests within our core curriculum, to recognize the unique contribution of each discipline to human knowledge, and to develop their ability to integrate information from a variety of perspectives.

Approved COE courses:

- COE 202CI. Gender and Identity: Integration. 1 credit. [COE]**
- COE 202HU. Gender, Identity, and Literature. 3 credits. [COE]**
- COE 202NS. The Science of Gender. 3 credits. [COE]**
- COE 202SS. Gender, Leadership, and the Workplace. 3 credits. [COE]**
- COE 208CI. Batter Up: Baseball Across Disciplines: Integration. 1 credit. [COE]**
- COE 208HU. Stealing Signs: The Literature of Baseball. 3 credits. [COE]**
- COE 208NS. Introduction to Sabermetrics. 3 credits. [COE]**
- COE 208SS. Social and Cultural History through Baseball. 3 credits. [COE]**
- COE 212CI. Information and Deception: Creation, Power, Manipulation and Subversion: Integration. 1 credit. [COE]**
- COE 212HU. The Silent Library: Information Across Cultures. 3 credits. [COE]**
- COE 212NS. The Creation and Manipulation of Information. 3 credits. [COE]**
- COE 212SS. Cyber Attacks and Disinformation: Asymmetric Tactics and Hybrid Warfare In the 21st Century. 3 credits. [COE]**
- COE 217CI. Revolution: Disruption and Advancement in Art, Politics and Science: Integration. 1 credit. [COE]**
- COE 217HU. Revolution: Art and the Radical. 3 credits. [COE]**
- COE 217NS. Revolution: The Nanotechnology Age. 3 credits. [COE]**
- COE 217SS. Revolution: Social Movements and Political Upheaval since 1900. 3 credits. [COE]**
- COE 224CI. Evolution: Integration. 1 credit. [COE]**
- COE 224HU. Evolutionary Controversy. 3 credits. [COE]**
- COE 224NS. Evolutionary Theory. 3 credits. [COE]**
- COE 224SS. Evolutionary History. 3 credits. [COE]**
- COE 226CI. Growing Pains: Facing the Challenges of Adolescence: Integration. 1 credit. [COE]**
- COE 226HU. A Change Is Gonna Come. 3 credits. [COE]**
- COE 226NS. Who Am I? 3 credits. [COE]**
- COE 226SS. We Are the World. 3 credits. [COE]**
- COE 231CI. Altered States: People, Drugs and Alcohol: Integration. 1 credit. [COE]**
- COE 231HU. Entheogens & Higher Consciousness. 3 credits. [COE]**

COE 231NS. The Science of Beer. 3 credits. [COE]
 COE 231SS. Drugs, Behavior and Illness. 3 credits. [COE]
 COE 237CI. Gender and Communication: Integration. 1 credit. [COE]
 COE 237HU. Gender and Communication. 3 credits. [COE]
 COE 237NS. The Science of Gender. 3 credits. [COE]
 COE 237SS. Gender and Economic Development. 3 credits. [COE]
 COE 242CI. Traditions of Wellness: Integration. 1 credit. [COE]
 COE 242HU. Musicians and Artists: The Impact of Mental Illness on the Creative Mind: Integration. 3 credits. [COE]
 COE 242NS. The Science of Well-Being and the Treatments of Malaise. 3 credits. [COE]
 COE 242SS. Inequality and Well-Being. 3 credits. [COE]
 COE 244CI. The Web of Life: Humans in the Environment: Integration. 1 credit. [COE]
 COE 244HU. Art for a Changing World: Studies in Environmental Art. 3 credits. [COE]
 COE 244NS. Naturalist Studies of Pennsylvania. 3 credits. [COE]
 COE 244SS. Cultural and Political Histories of Humans in Nature since 1491. 3 credits. [COE]
 COE 248CI. How We Know—Paradigm Change in the Enlightenment Period: Integration. 1 credit. [COE]
 COE 248HU. The Enlightenment and Music. 3 credits. [COE]
 COE 248NS. Star Stuff's Guide to the Galaxy. 3 credits. [COE]
 COE 248SS. Paths to Enlightenment. 3 credits. [COE]
 COE 253CI. Innovations: The Paths to Our American Identity: Integration. 1 credit. [COE]
 COE 253HU. Music and Composing the American Persona. 3 credits. [COE]
 COE 253NS. American Science That Changed the World. 3 credits. [COE]
 COE 253SS. America: Birthplace of Innovation, Production and Greed. 3 credits. [COE]
 COE 265CI. Sexuality and Desire: Integration. 1 credit. [COE]
 COE 265HU. Sexuality and Desire in Literature and Film. 3 credits. [COE]
 COE 265NS. The Science of Sexuality and Desire. 3 credits. [COE]
 COE 265SS. Sex and Sexuality in the Social Sciences. 3 credits. [COE]
 COE 269CI. Disability Studies: Integration. 1 credit. [COE]
 COE 269HU. Heroes and Victims: Portrayals of Disability in Literature. 3 credits. [COE]
 COE 269NS. Biological Foundations of Disabilities. 3 credits. [COE]
 COE 269SS. Web Design, Assistive Technology and the Law. 3 credits. [COE]
 COE 273CI. Energy: Integration. 1 credit. [COE]
 COE 273HU. Threat and Opportunity: Artistic Reflections of Energy. 3 credits. [COE]
 COE 273NS. The Evolution and Science of Global Energy Use. 3 credits. [COE]
 COE 273SS. Energy Revolutions. 3 credits. [COE]
 COE 276CI. The Future of Science: Uncertainty in Science, Thought, and Society: Integration. 1 credit. [COE]

COE 276HU. Minds and Other Ideas. 3 credits. [COE]
 COE 276NS. Quantum Mysteries. 3 credits. [COE]
 COE 276SS. The Quest: Understanding and Uncertainty in History, Politics and Science. 3 credits. [COE]
 COE 282CI. Open Minds: Integration. 1 credit. [COE]
 COE 282HU. The Logic of Persuasion. 3 credits. [COE]
 COE 282NS. The Science of Opinion. 3 credits. [COE]
 COE 282SS. Open Futures. 3 credits. [COE]
 COE 299CI. Connective Integration. 1 credit. [COE]

Immersive Experience [IME]. Two approved courses/experiences, 0 credits. Can be taken in any year. In cases where an experience continues and requires registration over multiple terms, only one instance of the experience may be counted toward the immersive experience requirement.

At LVC, your education is not pre-packaged. Every student has a passion, and every student gains important skills during their education. In these immersive experiences, students apply their learning in a real-world context, whether through an internship, directing a play, leading a service trip, writing a book, or conducting research alongside a faculty member. These may be curricular or co-curricular and may be completed at any point during the student's four years at LVC.

Non-credit Immersive Experiences are given a grade of Satisfactory (S) or No Grade (NG); experiences given a grade of NG cannot satisfy an Immersive Experience requirement. Credit-bearing Immersive Experiences are graded on a conventional or pass/fail basis (see grading section of the catalog); students must pass the course to fulfill an Immersive Experience requirement.

Approved courses/experiences: ART 355, 360, 375, 440, 460; BIO 410; DCOM 299, 301; ECE 440, 441; ENG 431; IDS 179, 199, 480; IEXD 299; all IME courses (see below); MED 441, 442; PHL 451; PHT 661, 662; REL 451; SED 440; SPE 441.

IME courses:

IME 105. Music Ensemble. 0 credits. [IME]
IME 107. Acting Ensemble Practicum. 0 credits. [IME]
IME 108. Adaptive Sports Volunteer Experience. 0 credits. [IME]
IME 130. Interfaith Honor Society. 0 credits. [IME]
IME 140. Alternative Break Service Trip. 0 credits. [IME]
IME 172. Study Abroad: Go First in Quebec, Canada. 0 credits. [IME]
IME 204. Peer Mentor. 0 credits. [IME]
IME 205. Resident Assistant. 0 credits. [IME]
IME 206. Sustainable Living. 0 credits. [IME]
IME 210. Theory and Practice of Tutoring. 1 credit. [IME]
IME 212. Counseling Services 50/50 Peer Helper. 0 credits. [IME]
IME 228. BOSS Teaching Program. 0 credits. [IME]
IME 230. Putnam Competition. 0 credits. [IME]
IME 232. Intergroup Dialogue. 0 credits. [IME]
IME 240. Semester in Buenos Aires, Argentina. 0 credits. [IME, ID]
IME 243. Semester in Shanghai, China. 0 credits. [IME, ID]
IME 247. Semester in Santiago, Dominican Republic. 0 credits. [IME, ID]

IME 249. Semester in London, England. 0 credits. [IME, ID]
 IME 251. Semester in Montpellier, France. 0 credits. [IME, ID]
 IME 253. Semester in Berlin, Germany. 0 credits. [IME, ID]
 IME 255. Semester in Perugia, Italy. 0 credits. [IME, ID]
 IME 258. Semester in Hamilton, New Zealand. 0 credits. [IME, ID]
 IME 260. Semester in Belfast, Northern Ireland. 0 credits. [IME, ID]
 IME 263. Semester in Valladolid, Spain. 0 credits. [IME, ID]
 IME 267. Semester in Philadelphia, Pa. 0 credits. [IME, AD]
 IME 269. Semester in Washington, D.C. 0 credits. [IME, AD]
 IME 270. Study Abroad in Quebec, Canada. 0 credits. [IME]
 IME 271. Study Abroad in Costa Rica. 0 credits. [IME]
 IME 272. Study Abroad in London, England (World Religion). 0 credits. [IME]
 IME 273. Study Abroad in London, England (Education). 0 credits. [IME]
 IME 274. Study Abroad in London, England (Music Education). 0 credits. [IME]
 IME 275. Study Abroad in Ormskirk, England. 0 credits. [IME]
 IME 279. Study Abroad in Wurzburg, Germany. 0 credits. [IME]
 IME 282. Study Abroad in Perugia, Italy. 0 credits. [IME]
 IME 284. Study Abroad in Maastricht, Netherlands. 0 credits. [IME]
 IME 287. Study Abroad in Barcelona, Spain. 0 credits. [IME]
 IME 291. Semester Abroad Through an Unaffiliated Program. 0 credits. [IME, ID]
 IME 292. Semester Away in the U.S. Through an Unaffiliated Program. 0 credits. [IME]
 IME 293. Study Abroad Through an Unaffiliated Program. 0 credits. [IME]
 IME 294. Study Away in the U.S. Through an Unaffiliated Program. 0 credits. [IME]
 IME 300. Summer Research in the Sciences. 0 credits. [IME]
 IME 307. Directing/Stage Management Practicum. 0 credits. [IME]
 IME 315. Writing: A Life Assistant Director. 0 credits. [IME]
 IME 330. Half Music Recital. 0 credits. [IME]
 IME 400. Internship. 0 credits. [IME]
 IME 430. Full Music Recital. 0 credits. [IME]
 IME 501. Independent Immersive Experience: Creativity. 0 credits. [IME]
 IME 502. Independent Immersive Experience: Intellectual Engagement. 0 credits. [IME]
 IME 503. Independent Immersive Experience: Intercultural Awareness. 0 credits. [IME]
 IME 504. Independent Immersive Experience: Comprehensive Leadership and Professional Development. 0 credits. [IME]
 IME 505. Independent Immersive Experience: Community Engagement. 0 credits. [IME]

Note: semester and study abroad/away IME courses do not carry credit, but credit is awarded for coursework taken as part of these programs.

In addition to the above courses, the following credit-based courses satisfy the Immersive Experience requirement across multiple departments and subject areas:

Advanced Creative Study (numbered 555).

Advanced Research (numbered 550).

Internships (numbered 400).

The Integrative Experience [ITG]. One course, 3 credits. Taken in the junior or senior year, after completion of the Connective Experience. If necessary, it may also be taken in the spring semester concurrently with the Connective Experience.

The Integrative Experience is the culmination of the common learning experience. This experience allows students to complete an interdisciplinary project and reflect on their learning experiences at LVC.

Approved course:

ITG 499. Integrative Experience. 3 credits.

Portfolio. Throughout the common learning experience, students will collect samples of work from specific classes in a portfolio. The portfolio requirement will allow students to reflect on their LVC educational experiences, curricular and co-curricular, and receive faculty feedback on these reflections. The portfolio may also be a repository for work to be shared with potential employers and graduate programs.

Cooperative Programs

ENGINEERING

In the cooperative 3+2 Engineering Program, a student earns a B.S. degree from Lebanon Valley College and a B.S. degree in one of the fields of engineering from another institution. Students do three years of work at Lebanon Valley College and then usually do two additional years of work in engineering. Students may study engineering at any accredited engineering school. To assist the student, Lebanon Valley College has cooperative (contractual) agreements with The Pennsylvania State University and Case Western Reserve University in Cleveland. There are three tracks for 3+2 engineering. For most fields of engineering, the student completes the B.S. physics track. For chemical engineering, the student completes the B.S. chemistry track. For computer engineering, the student completes the B.S. computer & data science track. Contact Dr. Scott Walck, chair and professor of physics, at walck@lvc.edu for additional information.

MEDICAL TECHNOLOGY (CLINICAL LABORATORY SCIENCE)

The overall goal of the Medical Technology Program is to prepare students for a career as a clinical laboratory scientist with certification from the American Society for Clinical Pathology and the National Credentialing Agency for Laboratory Personnel. Medical technology is a 3+1 cooperative program in which the student spends three years at LVC to fulfill the requirements of the College and the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). During the third year, the student applies to a NAACLS-accredited school of medical laboratory science, where they will complete the fourth year of clinical training. After successful completion of the fourth year, the student is awarded the bachelor of science in medical technology by Lebanon Valley College. The College is affiliated with the following clinical programs: Florence M. Cook School of Medical Laboratory Science

of the Jersey Shore Medical Center, and the Clinical Laboratory Science Program of the Lancaster General College of Nursing and Health Sciences. However, the student is not limited to these affiliated programs and may seek acceptance at other accredited clinical schools.

PROGRAM GOALS

Students completing this program will:

- Develop academic skills within the liberal arts environment that will provide a foundation for success in advanced courses, in clinical laboratory education and on national certification exams, and encourage life-long learning.
- Acquire the factual and conceptual knowledge needed to pursue and benefit from clinical laboratory education and pursue a career in medical technology.
- Acquire skills to evaluate laboratory methods, critically analyze data, and effectively communicate their findings in both a written and oral format.
- Acquire, through our affiliated training hospitals, the clinical laboratory skills and experience necessary to function as highly qualified clinical laboratory technologists and provide patient care in a professional manner consistent with established ethical guidelines.

DEGREE REQUIREMENTS

Degree: Bachelor of Science in Medical Technology.

Major: BIO 111, 112, 201, 306, 322 or 324, 323; CHM 111, 112, 113, 114, 213, 214, 215, 216; PHY 103, 104; MAS 170 (51 credits).

The senior year is spent off campus at an accredited hospital school of medical technology. It is the student's responsibility to apply and become accepted into a hospital program. Thirty-two semester hours of credit are awarded for the successful completion of the senior year.

Pre-professional Programs

PRE-LAW PROGRAM

Students should consult with the pre-law advisor well before commencing the law school application process. The pre-law advisor, Dr. Philip Benesch, will help students decide when to take the Law School Admission Test (LSAT) and which law schools may suit their interests and qualifications. The LSAT is required for acceptance at American Bar Association-approved law schools. In addition, it is strongly recommended that before taking the LSAT, students complete PHL 280 Logic, a course required for the law and society minor.

In addition to an applicant's LSAT score, law schools will consider their GPA, transcript, letters of recommendation, and personal statement. No single major is identified as ideal preparation for law school; rather a broad liberal-arts curriculum is preferred, with courses known for extensive reading, writing, and thinking challenges being particularly valued.

A law and society minor can be taken alongside any major at LVC. Further information on the law and society minor can be found in the history, politics, and global studies section of the College Catalog.

In addition, it is recommended that pre-law students take the following courses as electives or to fulfill other requirements: HIS 125, HIS 126, ECN 101, ECN 102, POL 110, PHL 210. Other elective courses of potential interest to pre-law students include BUS 371/372 (Business Law), and ACT 131/231 (Financial and Managerial Accounting).

Students interested in law school should contact Dr. Philip Benesch, pre-law advisor, as early as possible in their studies at Lebanon Valley. He can be reached at 717-867-6326 or prelaw@lvc.edu, as well as in his office in Administration/Humanities 206.

PRE-MEDICAL, PRE-DENTISTRY, PRE-VETERINARY

Lebanon Valley College offers pre-professional preparation in the medical (medicine, osteopathy, optometry, podiatry, pharmacy, chiropractic, dentistry, and physician assistant) and veterinary fields. Students interested in one of these careers usually follow a science curriculum with a major in biochemistry & molecular biology, biology, chemistry, or neuroscience.

In addition to the basic natural sciences suited to advanced professional study, the student may participate in an internship program between the College and local physicians or veterinarians. Students not only receive credit for the work, but also gain valuable experience in the field.

The faculty-led Health Professions Committee coordinates the various plans of study in addition to offering advice and assistance to those persons interested in health professions careers. They meet all incoming pre-health professions students in their freshman year to get to know them and become informed about their intended vocational goals so they can provide guidance all four years.

Self-designed Major

Lebanon Valley College undergraduates have the option to self-design a major around specific interests and goals, provided the fields of concentration is not substantially addressed by any singular academic program. Self-designed majors are in keeping with the tradition of liberal learning by allowing students to develop an interdisciplinary course of study between at least two academic programs.

Students who intend to complete a self-designed major must first select a primary advisor and secondary advisor. The primary advisor should be a faculty member from the department/discipline that will be most frequently represented by coursework in the major. The secondary advisor is a faculty member from the second discipline constituting the major. Students who do not know specific faculty members that might serve as either primary or secondary advisors should contact the respective department chairs for referrals.

In consultation with the primary advisor, a student pursuing a self-designed major should prepare an application that includes the following: a description of and rationale for the major, the major's goals and measurable learning objectives, required and/or elective courses aligned with the major's learning objectives, core competencies developed in the major, and a proposed four-year schedule of classes. The self-designed major should consist of at least 27 credits higher than the

100-level, with at least 12 credits at the 300-level or higher, including the capstone experience. A culminating experience should be included as part of the major.

Students in self-designed majors must complete a capstone experience that synthesizes the two disciplines included in the major and requires students to demonstrate achievement of the major's goals and objectives.

The application for the self-designed major must be approved by the primary and secondary advisor before submitting it to the faculty Committee on Curriculum and Assessment. The committee will review the proposed major and either approve, approve pending modification or reject the proposed program.

Final approval is determined by the vice president of academic affairs and dean of the faculty. Any changes made to the courses required for the major must be approved by the Committee on Curriculum and Assessment and supported by a justification from the student and primary advisor.

Students planning on a self-designed major generally submit their proposals within their first four semesters at the College. The number of credits in the major that were completed before submitting a proposal may influence the committee's decision concerning approval of the major. Except in unusual cases and with sufficient justification, proposals submitted after 60 percent of the coursework for the self-designed major has been completed will not be considered.

Because of the multiple steps in the review process, which can each require extensive revisions to the application, students should allow at least four to eight weeks (assuming revisions are made promptly) for a successful application to be approved. Please note that the CCA only meets in the fall and spring when classes are in session, and is therefore not able to consider applications at other times.

It is important to note that the self-designed major offers a creative alternative for students with definite, integrated educational goals. It is not a way for students to avoid specific requirements. Consistent with the grading policies for all undergraduate majors, students may not elect for the Pass/Fail option in courses that fulfill Constellation LVC requirements or the requirements of the self-designed major.

Degree: Bachelor of Arts or Bachelor of Science degree (depending on concentration) with a self-designed major.

Requirements: Courses specified for the approved self-designed major, and courses necessary for general requirements. As with all majors, students must complete 120 credits and maintain a cumulative grade point average of at least 2.000 and a major grade point average of at least 2.000.

Internships

An internship is a practical and professional work experience that allows students to participate in the operations of business, industry, education, government, or not-for-profit organizations. Internships provide students with opportunities to integrate their classroom learning with on-the-job experiences and to test practical applications of their liberal arts education in a variety of settings.

To be eligible for an internship sponsored by an academic department or program, a student generally has junior or senior standing. Students must request and receive

permission from departmental chairs or program directors to enroll in internships. The student must also enlist a faculty internship supervisor from the department sponsoring the internship and an on-site internship supervisor from the internship location. Application forms for internships are available in the Registrar's Office. The application form shall be completed by the student and approved by the student's academic advisor, faculty internship supervisor, on-site internship supervisor, and the department chair before registration.

For each semester hour of credit, the intern should invest at least 45 hours of time at the internship location. Academic departments and programs establish other specific criteria and procedures for internships. In addition to the practical on-site experience, internships have an academic component that may include readings, reports, journals, seminars, and/or faculty conferences. A student may enroll for 1-12 credit hours of internship during any one semester. A student may use a maximum of 12 credit hours of internship to meet graduation requirements. All internships have a course number of 400.

Individualized Courses

Each department provides opportunities for students to undertake individualized coursework. Tutorial studies follow an existing course, while four other options provide opportunities for students to pursue an individualized course of study at different levels: directed study, independent study, advanced research, and advanced creative study. Independent, directed, advanced research, or advanced creative study courses cannot be used to cover existing courses or projects more properly described as internships.

Each option requires students to invest at least 45 hours for each semester hour of credit and involves a contract between the student and faculty advisor regarding assignments and expectations for successful completion of the course. Written application forms are available in the Registrar's Office and require the approval of the student's faculty advisor, contract instructor, and department chair.

A combined maximum of 9 credits in directed study, independent study, advanced research, or advanced creative study may be used toward graduation requirements. A maximum of 3 credits of directed study may be used toward graduation requirements. Students may enroll in a combined maximum of 6 credits in independent study, advanced research, or advanced creative study in any one semester.

TUTORIAL STUDY

Tutorial study provides students with a special opportunity to take an existing formal course in the curricula that is not scheduled that semester or summer session and that cannot be taken in another term without delaying a student's graduation date. Students desiring a tutorial study must have an appropriate member of the faculty agree to supervise the study on a one-on-one basis.

The typical tutorial study involves readings, research, report writing, faculty conferences, and examinations. All tutorial study courses have the same course number as the existing formal catalog course.

DIRECTED STUDY

Directed studies allow students to explore a specialized topic not covered by existing courses in the curriculum. No prior background in the topic is required and students work under the direction of a faculty member. While no formal final product is required, students must demonstrate their knowledge and comprehension of the topic through appropriate assessments.

Directed studies may or may not count toward major or minor requirements, as determined by the department chair. All directed studies have a course number of 289.

INDEPENDENT STUDY

Independent study provides an opportunity to undertake a program of supervised reading, research, or creative work not incorporated in existing formal courses. The independent study should build on students' prior knowledge, improve competence in a major or related area of interest, and demonstrate application and analysis of learned material through completion of a formal document or creative work. A minimum GPA of 2.000 is required. All independent studies have a course number of 500.

ADVANCED RESEARCH OR ADVANCED CREATIVE STUDY

There are two options for advanced study: advanced research and advanced creative study. These advanced study options expand on the expectations of an independent study by requiring students to critically evaluate materials in their area of study and utilize that information as a foundation for synthesis. The goal of these studies is to produce an original work that must be submitted to the supervising academic department and presented to the LVC community. It is strongly encouraged that the work is shared beyond the College for presentation or publication.

Junior or senior standing and a minimum GPA of 2.000 is required; academic departments may set a higher GPA threshold and additional prerequisites. All advanced research courses are numbered 550 and advanced creative study courses are numbered 555.

UNDERGRADUATE DEPARTMENTS AND PROGRAMS

Africana Studies Program

PROGRAM REQUIREMENTS

Minor: AMS/REL/PHL 224; REL/PHL 450 and REL/PHL 451 (on a topic related to African American Studies); 9 credits from AMS 220, AMS 362, ART 380, ENG 222, ENG 420, FYE 111 (Introduction to Africana Studies/Black Popular Culture), HIS 126, IDS 210 (Intergroup Dialogue: Race), MSC 201, REL 263, SOC 162, SOC 210, SOC 240 (18 credits).

American Studies Program

PROGRAM REQUIREMENTS

Minor: AMS 111; two AMS courses at the 200 level; two AMS courses at the 300 level; one additional AMS course or any of the following courses that directly pertain to the study of American society and culture: HIS 230; LAW 316; MSC 201; POL 110, 230, 312, 316; PSY 247; REL 120; SOC 162 (18 credits).

COURSES IN AMERICAN STUDIES

AMS 111. Introduction to American Studies. 3 credits. [L1]

AMS 112. The Rise and Decline of the American Middle Class. 4 credits. [L1, QR]

AMS 220. American Popular Culture: Production and Consumption. 3 credits. [L1]

AMS 224. Africana Foundations. 3 credits.

AMS 223. American Thought and Culture. 3 credits. [L1, WP]

AMS 280. Gender and Sexual Minorities in American Culture. 3 credits. [AD, IC]

AMS 328. Film and the American Identity. 4 credits. [DP]

AMS 362. Multiculturalism and the American Identity. 3 credits. [AD]

DEPARTMENT OF ART & VISUAL CULTURE

Art & Visual Culture Program

PROGRAM GOALS

Students completing this program will:

- Study art and material culture in an historical, intellectual, and cultural context.
- Combine theoretical and contextual inquiry with creative practice to build critical relevance.
- Develop the intellectual competence of inquiry, analysis, and critical thinking through written and oral communication.
- Develop an expansive and inclusive worldview of art and material culture that values different perspectives, identities, and concerns.

DEGREE REQUIREMENTS

Degree: Bachelor of Arts with a major in art & visual culture.

Major: ART 110, 440, 460, and 20 additional credits of ART courses or the following courses: COE 217HU, 244HU (32 credits).

Students must choose one specialization before commencing their junior year:

Museum and Gallery Professions: ART 360, 370, 375, 400 (6 credits), 460; ECE 230

Art and Architectural History: ART 250, 260, 350, 355, 460

Studio Art Practice: ART 110, 230, ART 440 (8 credits)

Photography and Digital Arts: ART 215 (8 credits: Digital and Darkroom Studio), 230, 260, 440, 460; ENG 233

Arts Business and Management: ART 460; BUS 230, 340; ECN 101; ECN 102 or BUS 130

Art Therapy and Wellness: ART 440, 460; ECE 230; PSY 110, 148, 211, 265

Art Conservation Science: ART 440 and 460 or CHM 510 and 550; CHM 111, 112, 115, 116, 213, 214, 215, 216; three of the following lecture/lab combinations: CHM 305/307, CHM 306/308, CHM 311/321, BCMB 421/BCMB 430

In addition to a specialization within the majors, students may receive a transdisciplinary specialization by completing two additional courses (6 credits) outside the major that carry the transdisciplinary designation.

Minor: ART 110, 440, 460, and 6 additional credits of ART courses or the following courses: COE 217HU, 244HU (18 credits).

COURSES IN ART & VISUAL CULTURE

ART 110. Creative Practice. 4 credits.

ART 200. Ceramics Studio. 4 credits.

ART 205. Drawing Studio. 4 credits.

ART 210. Painting Studio. 4 credits.

ART 215. Photo Studio. 4 credits.

ART 220. Print Studio. 4 credits.

ART 225. Sculpture Studio. 4 credits.

ART 230. Art Media Production. 4 credits.

ART 250. World Architecture. 4 credits. [ID, IC]

ART 260. The Photograph. 3 credits. [L5, WP, CTW]

ART 350. Topics in Art History and Visual Culture. 3 credits. [WP, CTW]

ART 355. Abstraction. 4 credits. [L5, IME]

ART 360. Contemporary Art. 4 credits. [L5, IME]

ART 365. The Cinematic. 4 credits. [L5, WP, CTW]

ART 370. Museology. 3 credits. [CTW, WP]

ART 375. Curatorial Projects. 4 credits. [IME]

ART 380. Color & Culture. 4 credits. [DP, IC]

ART 400. Internship. 1-12 credits. [IME]

ART 440. Directed Practice. 4 credits. [IME]

ART 460. Directed Research. 4 credits. [IME]

BIOCHEMISTRY & MOLECULAR BIOLOGY PROGRAM

PROGRAM GOALS

Students completing this program will:

- Demonstrate a literacy of the molecules found in living systems and will have a working knowledge of the phenomena that govern the behavior of those molecules in their native environments.
- Critically evaluate sophisticated problems in order to synthesize detailed, logical and thoughtful solutions or propose investigations to seek solutions.
- Apply the scientific method to the investigation of biochemical molecules and processes.
- Thoughtfully and effectively communicate knowledge, demonstrating independent thought and scientific intellect in written and oral mechanisms.
- Engage the primary literature and, by using contemporary technologies and tools for discovering and building knowledge in biochemistry and molecular biology, be knowledgeable in the current state of the discipline.

DEGREE REQUIREMENTS

Degree: Bachelor of Science with a major in biochemistry & molecular biology.

Major: BIO 111, 112, 201; CHM 111, 112, 115, 116, 213, 214, 215, 216; BCMB 401, 421, 422, 430, 499; MAS 161; PHY 103, 104 or 111, 112 (51 credits); nine credits from BIO 222, 231, 304, 305, 306, 307, 322, 323, and CHM 305, 306, 307, 308, 311, 321.

COURSES IN BIOLOGY & MOLECULAR BIOLOGY

BCMB 401. Molecular Biology. 4 credits.

BCMB 421. Biochemistry I. 3 credits.

BCMB 422. Biochemistry II. 3 credits.

BCMB 430. Biochemistry Laboratory. 1 credit.

BCMB 499. Biochemistry Seminar. 1 credit.

DEPARTMENT OF BIOLOGY

Biology Program

PROGRAM GOALS:

Students completing this program will:

- Understand the underlying principles of biology and possess a background in the supporting disciplines.
- Apply the scientific method in the laboratory or field.
- Retrieve information, synthesize ideas into a coherent whole, and communicate their findings.
- Be prepared for graduate, professional, and technical fields.

DEGREE REQUIREMENTS

Degree: Bachelor of Science with a major in biology.

Major: BIO 111, 112, 201, 499; two courses from two of three areas and one course in the remaining area—Cellular/Molecular Biology (BIO 231, 291, 304, 306, 323; BCMB 401), Organismal Biology (BIO 221, 223, 292, 302, 305, 307; a maximum of one animal physiology course can be used to satisfy this requirement: BIO 222, 293, 322, 324), Population Biology (BIO 203, 212, 294, 312, 313, 314, 315, 402) (33 credits). CHM 111, 112, 113, 114, 213, 214, 215, 216 (16 credits); PHY 103, 104 or 111, 112; MAS 111, 161, or 170 (60–61 credits total).

Minor: BIO 111, 112; and four additional courses in biology at 200 or higher except BIO 400 and 500 (24 total credits).

Secondary Teacher Certification: In addition to a major in biology, students seeking secondary certification in biology must take BIO 312. Certification candidates must also complete 33 credits in additional required coursework. See the Department of Education section for additional information.

COURSES IN BIOLOGY

Each course in biology has a concurrent lab.

BIO 111. General Biology I. 4 credits. [L3]

BIO 112. General Biology II. 4 credits. [L3]

BIO 201. Genetics. 4 credits.

BIO 203. Conservation Biology. 4 credits.

BIO 212. Animal Behavior. 4 credits.

BIO 221. Mammalian Anatomy. 4 credits.

BIO 222. Human Physiology. 4 credits. [CTW, WP]

BIO 223. Human Nutrition. 4 credits.

BIO 224. Human Nutrition for Athletic Training. 3 credits.

BIO 231. Neurobiology. 4 credits.

BIO 232. Neuroanatomy of Disease. 3 credits.

BIO 290. Special Topics. 1–4 credits.

BIO 291. Special Topics in Cellular/Molecular Biology. 4 credits.

BIO 292. Special Topics in Organismal Biology. 4 credits.

BIO 293. Special Topics in Physiological Biology. 4 credits.

BIO 294. Special Topics in Population Biology. 4 credits.

BIO 302. Plant Diversity. 4 credits.

BIO 304. Developmental Biology. 4 credits. [WP, CTW]

BIO 305. Cell and Tissue Biology. 4 credits.

BIO 306. Microbiology. 4 credits.

BIO 307. Plant Physiology. 4 credits. [WP]

BIO 312. Ecology. 4 credits. [WP, CTW]

BIO 313. Forest Ecology and Management. 4 credits. [CTW, WP]

BIO 314. Wildlife Ecology and Management. 4 credits.

BIO 315. Wetland Ecology and Conservation. 4 credits.

BIO 322. Vertebrate Physiology. 4 credits. [WP]

BIO 323. Introduction to Immunology. 4 credits.

BIO 324. Invertebrate Physiology. 4 credits. [WP]

BIO 400. Internship. 1–12 credits. [IME]

BIO 402. Evolution. 4 credits.

BIO 410. Professional Development for the Health Professions. 1 credit. [IME]

BIO 499. Seminar. 1–2 credits.

BIO 500. Independent Study. 1–3 credits.

BIO 550. Advanced Research. 1–3 credits. [IME]

DEPARTMENT OF BUSINESS AND ECONOMICS

DEPARTMENTAL PROGRAM GOALS

Students completing programs in this department will:

- Understand the practical elements of creative decision making and problem solving.
- Demonstrate proficiency in building, leading, and supporting effective groups.
- Show mastery of leading edge technical skills required for achievement in the discipline.
- Possess a thorough appreciation for and understanding of the unique ethical issues in their discipline.

Accounting Program

DEGREE REQUIREMENTS

Degree: Bachelor of Science with a major in accounting.

Major (Accelerated 3-Year Track, leading to an MBA after the 4th year): ACT 151, 251, 252, 263, 342, 359, 363, 371, 455, 472, 480; ACT 180 or BUS 180; BUS 130, 170, 180, 230, 250, 285, 361, 371, 372, 380 (pending approval), 485; ECN 101, 102; MAS 111, 150, or 161 (75 credits). Students will also be expected to complete ACT 501, 502, 503, and 504 before continuing to the MBA Program.

Major (Traditional Track): ACT 151, 251, 252, 263, 363, 375, 454, 480; ACT 342 or 463; BUS 130, 170, 180, 230, 285, 350, 361, 371, 380 (pending approval), 383, 485; ECN 101, 102, 230; MAS 111, 150, or 161 (72 credits).

Minor: ACT 131 or 151; ACT 231 or 263; ACT 251, 252, 363; three credits of accounting electives not to include internship credit (18 credits).

COURSES IN ACCOUNTING

ACT 131. Financial Statement Analysis. 3 credits.

ACT 151. Financial Accounting. 3 credits.

ACT 180. Business Applications in Excel and Access. 3 credits.

ACT 231. Managerial Accounting. 3 credits.

ACT 251. Intermediate Accounting I. 3 credits.

ACT 252. Intermediate Accounting II. 3 credits.

ACT 263. Cost Accounting I. 3 credits.

ACT 342. Government and Non-Profit Accounting. 3 credits.

ACT 359. Advanced Accounting. 3 credits.

ACT 363. Cost Accounting II. 3 credits.

ACT 371. Individual Income Tax. 3 credits.

ACT 375. Managerial Concepts of Taxation. 3 credits.

ACT 400. Internship. 1–12 credits. [IME]

ACT 454. Internal Auditing. 3 credits.
ACT 455. Auditing. 3 credits.
ACT 463. Advanced Cost Accounting. 3 credits.
ACT 472. Entity Taxation. 3 credits.
ACT 480. Accounting Information Systems. 3 credits.
ACT 501. CPA Review: Financial Accounting and Reporting. 1 credit.
ACT 502. CPA Review: Auditing and Attestation. 1 credit.
ACT 503. CPA Review: Regulation. 1 credit.
ACT 504. CPA Review: Business Environment and Concepts. 1 credit.

Business Administration Program

DEGREE REQUIREMENTS

Degree: Bachelor of Science with a major in business administration.

Major: Foundation Courses; ACT 131, 231; BUS 130; ECN 101, 102; MAS 111, 150 or 161; one course from BUS 170, MAS 170, 270, or 372; BUS 180 or ACT 180; Core Courses: BUS 230, 250, 285, 340, 350, 361, 371, 376, 383, 485; BUS 460 or ACT 480 (57 credits).

Music Business Concentration: major requirements and MBS 371, 372, 373, 400 (3 credits); IDS 179, 199.

Minor: ACT 131; BUS 130, 230, 285, 340; ECN 101; BUS 350 or one 300/400 business elective not to include internship credit (21 credits).

COURSES IN BUSINESS ADMINISTRATION:

BUS 130. Modern Business Organizations. 3 credits.
BUS 170. Business Statistics. 3 credits. [QR]
BUS 180. Business Applications in Excel and Access. 3 credits.
BUS 215. Healthcare Finance. 3 credits.
BUS 230. Principles of Management. 3 credits.
BUS 250. Professional Ethics. 3 credits.
BUS 260. History of Managerial Thought. 4 credits. [CTW]
BUS 270. Environmental Management and Policy. 3 credits.
BUS 275. Business in the European Union. 3 credits. [ID]
BUS 285. Organizational Communications. 3 credits. [WP, CTW]
BUS 291. Special Topics in International Business. 3 credits.
BUS 330. Managing Diversity in the Workforce. 3 credits. [IC, AD]
BUS 340. Principles of Marketing. 3 credits.
BUS 341. Consumer & Organizational Buying Behavior. 3 credits.
BUS 350. Organizational Behavior. 3 credits.
BUS 361. Principles of Finance. 3 credits.
BUS 362. Investments. 3 credits.
BUS 371. Business Law I. 3 credits.
BUS 372. Business Law II. 3 credits.
BUS 374. Personal Selling and Sales Management. 3 credits.
BUS 376. International Business Management. 3 credits.
BUS 381. Entrepreneurship and Small Business Management. 3 credits.
BUS 383. Management Science. 3 credits.
BUS 390. Special Topics in Business Administration. 3 credits.

BUS 391. Special Topics in International Business. 3 credits.
BUS 399. Internship Seminar. 1 credit.
BUS 400. Internship. 1–12 credits. [IME]
BUS 420. Human Resource Management. 3 credits.
BUS 450. Business Ethics and Social Responsibility. 3 credits.
BUS 460. Management Information Systems. 3 credits.
BUS 485. Strategic Management. 3 credits. [WP]
BUS 487. Healthcare Management. 3 credits.

Economics Program

DEGREE REQUIREMENTS

Degree: Bachelor of Arts with a major in economics.

Major: Foundation Courses: POL 110; one of three mathematics sequences: MAS 150, 161, or MAS 161, 162, or MAS 111, 112; MAS 170, 270 or 372; ECN 101 and 102. Core Courses: ECN 201, 202, 405, and four additional elective courses in economics at the 200 level or higher (except ECN 400) or COE 237SS (39 credits).

Minor: ECN 101, 102, 201, 202, and two additional courses in economics at the 200 level or higher, not including internship credit (18 credits).

COURSES IN ECONOMICS

ECN 099. Essentials of Microeconomics—Academic Leveling Course. 0 credits.
ECN 101. Principles of Microeconomics. 3 credits. [L2, QR]
ECN 102. Principles of Macroeconomics. 3 credits. [L2, QR]
ECN 201. Intermediate Microeconomic Analysis. 3 credits.
ECN 202. Intermediate Macroeconomic Analysis. 3 credits.
ECN 230. Benefit-Cost Analysis. 3 credits. [WP]
ECN 312. Money and Banking. 3 credits.
ECN 316. Environmental Economics. 3 credits.
ECN 317. Energy and Natural Resource Economics. 3 credits.
ECN 321. Public Finance. 3 credits.
ECN 331. International Finance. 3 credits.
ECN 332. International Trade. 3 credits. [WP]
ECN 333. Game Theory: Economic Applications. 3 credits.
ECN 400. Internship. 1–12 credits. [IME]
ECN 405. Applied Econometrics. 3 credits.
ECN 410. Senior Seminar. 3 credits. [WP]
ECN 550. Advanced Research. 1–3 credits. [IME]

International Business Program

DEGREE REQUIREMENTS

Degree: Bachelor of Science with a major in international business.

Major: Foundation courses: ACT 131, 231; BUS 130; BUS 170 or MAS 170; GLB 101; ECN 101, 102; MAS 111, 150, or 161. Core courses: BUS 230, 340, 371, 376, 383, 450, 485; BUS 275 or 391; BUS 400 or GLB 400 (3 credits); ECN 331, 332; POL 245, 314; SOC 240; two language courses at the 300-level or higher (6–8 credits); study abroad experience of at least four weeks' duration (72–74 credits).

DEPARTMENT OF CHEMISTRY

Chemistry Program

PROGRAM GOALS

Students completing this program will:

- Possess a strong foundational knowledge of modern inorganic, organic, analytical, physical, and biological chemistry.
- Be proficient in applying modern laboratory methods and technological tools to the studies of chemical systems.
- Be skilled in the methods of scientific investigation.
- Be able to think as chemists, critically evaluating scientific information and solving scientific problems.
- Be able to effectively communicate scientific information.

DEGREE REQUIREMENTS

Degrees: Bachelor of Science in Chemistry (ACS accredited), Bachelor of Science with a major in chemistry.

Majors, B.S. in Chemistry: CHM 111, 112, 115, 116, 213, 214, 215, 216, 222, 230, 305, 306, 307, 308, 311, 312, 321, 322, 411; BCMB 421; three credits from CHM 412–490 or BCMB 422; four credits of CHM 510; MAS 161, 162; PHY 111, 112 (63–64 credits).

Major in chemistry: CHM 111, 112, 115, 116, 213, 214, 215, 216, 222, 230, 305, 306, 307, 308, 311, 312, 321, 322; MAS 161, 162; PHY 111, 112 (50–51 credits).

Minor: CHM 111, 112 and either CHM 113, 114 or CHM 115, 116; 12 credits from CHM 213, 214, 222, 305, 306, 311, 312, 411 or BCMB 421, 422; three credits from CHM 215, 216, 230, 307, 308, 321, 322 or BCMB 430.

Secondary Teacher Certification: In addition to a major in chemistry, students seeking secondary certification in chemistry must take BIO 111, 112; and BCMB 421. Certification candidates must also complete 33 credits in additional required coursework. See the Department of Education section for additional information.

COURSES IN CHEMISTRY

CHM 111. Principles of Chemistry I. 3 credits. [L3]

CHM 112. Principles of Chemistry II. 3 credits. [L3]

CHM 113. Introductory Laboratory I. 1 credit. [L3]

CHM 114. Introductory Laboratory II. 1 credit. [L3]

CHM 115. Techniques of Chemistry I. 1 credit. [L3]

CHM 116. Techniques of Chemistry II. 1 credit. [L3]

CHM 213. Organic Chemistry I. 3 credits.

CHM 214. Organic Chemistry II. 3 credits.

CHM 215. Organic Laboratory I. 1 credit.

CHM 216. Organic Laboratory II. 1 credit.

CHM 222. Introductory Inorganic Chemistry. 3 credits.

CHM 230. Inorganic Chemistry Laboratory. 1 credit. [WP]

CHM 302. Environmental Chemistry. 3 credits.

CHM 305. Analytical Chemistry. 3 credits.

CHM 306. Instrumental Analysis. 3 credits.

CHM 307. **Quantitative Analysis Lab.** 1 credit.
 CHM 308. **Instrumental Analysis Lab.** 1 credit.
 CHM 311. **Physical Chemistry I.** 3 credits.
 CHM 312. **Physical Chemistry II.** 3 credits.
 CHM 321. **Physical Laboratory I.** 1 credit. [WP]
 CHM 322. **Physical Laboratory II.** 1 credit. [WP]
 CHM 411. **Advanced Inorganic Chemistry.** 3 credits.
 CHM 412. **Advanced Physical Chemistry.** 3 credits.
 CHM 414. **Advanced Organic Chemistry.** 3 credits.
 CHM 490. **Special Topics.** 3 credits.
 CHM 510. **Chemical Research.** 2–3 credits.
 CHM 550. **Advanced Research.** 1–3 credits. [IME]

COURSES IN SCIENCE

SCI 100. **Introduction to Science.** 3 credits. [L3]
 SCI 100L. **Introduction to Science Laboratory.** 1 credit. [L3]

DEPARTMENT OF COMMUNICATION SCIENCES & DISORDERS/SPEECH- LANGUAGE PATHOLOGY

Communication sciences & disorders (CSD) is an undergraduate major that leads to a master's in speech-language pathology (SLP) in just five years. At the end of the third year, qualified students enter the SLP program. At the completion of their fourth year, students receive a B.S. in CSD. Students will earn their M.S. in SLP at the end of the fifth year. The ability to complete these programs is subject to candidacy status for accreditation through the Council on Academic Accreditation (CAA) in Speech-Language Pathology.

The M.S. in SLP degree and admission requirements can be found in the graduate programs section.

SLP requirements for satisfactory progress: To proceed to the professional phase of the M.S. in SLP degree, students must have achieved a minimum cumulative GPA of 3.0 at the end of the third year in the program. All required courses must be taken for a grade.

Students in the CSD to SLP five-year program must maintain a 3.0 each semester, which will be reviewed with their academic advisor. If a student falls below a 3.0 GPA overall, they will receive written notification and be put on probation. If a student does not bring their overall GPA up to a 3.0 within two semesters, they will be required to choose a different major. The student may re-enter the program when their overall GPA is above the required 3.0 and with permission of the chair of the CSD department. This may delay the student's graduation date.

A student in the CSD major may not have more than two courses with CSD designation below a B- to advance to the professional program. This does not include co-requisites.

PROGRAM GOALS:

Students completing programs in this department will:

- Acquire and develop the knowledge and skills necessary to identify and treat communication and swallowing disorders.
- Develop professional practice competencies that align with the American Speech-Language-Hearing Association (ASHA) to establish clinical reasoning and guide clinical practice.
- Develop professional and ethical skills that support interprofessional collaboration and cultural awareness.

DEGREE REQUIREMENTS

Degree: Bachelor of Science with a major in communication sciences & disorders.

Major: CSD 101, 105, 221, 231, 311, 312, 320, 324, 350, 351; SLP 601, 602, 603, 605, 606, 607, 621, 622, 623, 624, 625, 627; CHM 111/113 or PHY 103; EXSC 101; MAS 170; PSY 110, 220 (81 credits).

COURSES IN COMMUNICATION SCIENCES & DISORDERS

CSD 101. Introduction to Communication Sciences and Disorders. 3 credits.

CSD 105. Anatomy and Physiology of the Speech and Hearing Mechanisms. 4 credits.

CSD 221. Speech Language Hearing Sciences. 3 credits.

CSD 231. Phonetics. 3 credits.

CSD 311. Audiology I. 3 credits.

CSD 312. Aural Rehabilitation. 3 credits.

CSD 320. Child Language Development. 3 credits. [CTW]

CSD 324. Neuroscience Communication. 3 credits.

CSD 350. Introduction to Clinical Practicum. 3 credits.

CSD 351. Multicultural Issues in Communication Sciences and Disorders. 2 credits.

DEPARTMENT OF DESIGN, MEDIA, & TECHNOLOGY

PROGRAM GOALS

Students completing this program will be able to:

- Frame the problem.
 1. Analyze data, applying and integrating relevant human-centered design and/or disciplinary principles and methods to draw appropriate conclusions.
 2. Describe and prioritize problems to be solved.
- Research.
 1. Choose appropriately reliable and valid methods or methodologies to answer specific research questions.
 2. Effectively execute valid and reliable methods to answer research questions.

- Brainstorm/ideate generating feasible, desirable, and viable solutions to problems.
 1. Demonstrate the ability to generate a wide number of solutions based on specific problems/specifications.
 2. Demonstrate the ability to generate innovative/creative/integrative solutions to solve a specific problem.
- Prototype (the iterative process of designing and building a well-executed, feasible, viable, and desirable solution to a problem).
 1. Solves specific problem/s by creating feasible, viable, and desirable solutions (evaluating how effectively the solution solves the problem).
 2. Create a well-executed solution (evaluating the quality of execution of the solution).

DEGREE REQUIREMENTS

Degree: Bachelor of Science with a major in digital communications. (57 credits).

Major Core: DCOM 130, 131, 150, 151, 170, 262, 263, 270, 271, 282, 283, 299, 311, 400, 410, 411.

In addition to the core, each major must complete one of the following 11-12-credit concentrations.

Business Technology Concentration: four courses from the following, with at least three taken at the 300-level or higher: BUS 340, 341, 374, 376, 460; DCOM 296, 396, 465, 466, 468, 496. Subject to the approval of the advisor, one course may be taken outside of the concentration and/or department.

Communications Concentration: four courses from the following, with at least three taken at the 300-level or higher: DCOM 298, 340, 341, 343, 380, 382, 383, 385, 387, 398, 465. Subject to the approval of the advisor, two courses may be taken outside of the concentration and/or department.

Design Concentration: four courses from the following, with at least three taken at the 300-level or higher: DCOM 295, 340, 341, 343, 347, 350, 351, 352, 375, 395; IEXD 430, 431, 432, 433. Subject to the approval of the advisor, two courses may be taken outside of the concentration and/or department.

Programming Concentration: CDS 121, 142, 180, 241, 280. With the permission of their advisor, students may substitute DCOM 375 for CDS 180 and 280.

User Experience: one 300-level course from the design concentration chosen in consultation with the advisor and three courses from the following: DCOM 293, 333, 351, 375, 393, 431; IEXD 430, 431, 432, 433; PSY 211. At least three courses must be taken at the 300-level or higher. Subject to the approval of the advisor, one course may be taken outside of the concentration and/or department.

Videography: four courses from the following, with at least three taken at the 300-level or higher: AMP 151, 152, 252, 451; DCOM 294, 340, 341, 343, 347, 394. Subject to the approval of the advisor, one course may be taken outside of the concentration and/or department.

COURSES IN DIGITAL COMMUNICATIONS

DCOM 130. Principles of Information Design. 3 credits.

DCOM 131. Usability Design and Testing. 3 credits.

DCOM 150. **Fundamentals of Design.** 3 credits.
 DCOM 151. **Digital Graphic Design.** 3 credits.
 DCOM 170. **Web Markup and Layout.** 3 credits.
 DCOM 261. **E-Business Strategy.** 3 credits.
 DCOM 262. **Introduction to Entrepreneurship and Innovation.** 3 credits.
 DCOM 263. **Information Technology Management.** 3 credits.
 DCOM 270. **Programming for Digital Media.** 3 credits.
 DCOM 271. **Databases in Design.** 3 credits.
 DCOM 280. **Technical Communications for Digital Media.** 3 credits. [WP]
 DCOM 281. **Storytelling for Online Media.** 3 credits.
 DCOM 282. **Storytelling for Digital Media I.** 3 credits.
 DCOM 283. **Storytelling for Digital Media II.** 3 credits.
 DCOM 290. **Special Topics.** 3 credits.
 DCOM 293. **Special Topics in User Experience.** 3 credits.
 DCOM 294. **Special Topics in Video.** 3 credits.
 DCOM 295. **Special Topics in Design.** 3 credits.
 DCOM 296. **Special Topics in Business Technology.** 3 credits.
 DCOM 297. **Special Topics in Programming.** 3 credits.
 DCOM 298. **Special Topics in Communications.** 3 credits.
 DCOM 299. **Portfolio Defense.** 0 credits. [IME]
 DCOM 301. **Ad Agency.** 1 credit. [IME]
 DCOM 311. **Information Law and Ethics.** 3 credits. [DP, WP, CTW]
 DCOM 333. **Experience Design.** 3 credits. [DP]
 DCOM 340. **Videography.** 3 credits.
 DCOM 341. **Editing/Post-Production.** 3 credits.
 DCOM 343. **Sound Design.** 3 credits.
 DCOM 347. **Motion Graphics.** 3 credits.
 DCOM 350. **Corporate Branding.** 3 credits.
 DCOM 351. **Prototyping.** 3 credits.
 DCOM 352. **Package Design.** 3 credits.
 DCOM 375. **Advanced Website Design.** 3 credits.
 DCOM 380. **Advertising.** 3 credits. [DP, WP, CTW]
 DCOM 382. **Editing for Web and Mobile Communication.** 3 credits. [WP, CTW]
 DCOM 383. **Public Relations.** 3 credits. [WP, CTW]
 DCOM 385. **Storytelling with Data.** 3 credits. [DP, WP, CTW]
 DCOM 387. **Social Media: History, Theory, and Practice.** 3 credits. [WP, CTW]
 DCOM 393. **Special Topics in User Experience.** 3 credits.
 DCOM 394. **Special Topics in Video.** 3 credits.
 DCOM 395. **Special Topics in Design.** 3 credits.
 DCOM 396. **Special Topics in Business Technology.** 3 credits.
 DCOM 397. **Special Topics in Programming.** 3 credits.
 DCOM 398. **Special Topics in Communications.** 3 credits.
 DCOM 400. **Internship.** 1-12 credits. [IME]
 DCOM 410. **Capstone—Project Management.** 3 credits.
 DCOM 411. **Capstone—Research and Development.** 3 credits.
 DCOM 431. **Advanced Usability.** 3 credits.
 DCOM 462. **Customer Experience Management.** 3 credits.
 DCOM 464. **Enterprise 2.0.** 3 credits.

DCOM 465. Internet Marketing. 3 credits.
DCOM 466. Innovation. 3 credits.
DCOM 468. E-Commerce. 3 credits.
DCOM 493. Special Topics in User Experience. 3 credits.
DCOM 494. Special Topics in Video. 3 credits.
DCOM 495. Special Topics in Design. 3 credits.
DCOM 496. Special Topics in Business Technology. 3 credits.
DCOM 497. Special Topics in Programming. 3 credits.
DCOM 498. Special Topics in Communications. 3 credits.

Degree: Bachelor of Science with a major in interaction & experience design. (57 credits).

Major Core: DCOM 130, 131, 150, 151, 170, 270, 271, 311; DCOM 262, 263, 466, or 468; IEXD 299, 333, 351, 370, 400 (3 credits), 410, 411; PHY 103, 104, 212.

In addition to the core, each major must complete one of the following 12-credit concentrations. Subject to the approval of the advisor, one or two courses may be taken outside of the concentration and/or department.

Experience Design Concentration: three to four IEXD 430, 431 studios.

Interaction Design Concentration: three to four IEXD 450, 451 studios.

COURSES IN INTERACTION & EXPERIENCE DESIGN

IEXD 299. Portfolio Defense. 0 credits. [IME]
IEXD 333. Experience Design. 3 credits. [DP]
IEXD 351. Prototyping. 3 credits.
IEXD 370. Programming Lab. 1 credit.
IEXD 400. Internship. 1-12 credits. [IME]
IEXD 410. Capstone—Project Management. 3 credits.
IEXD 411. Capstone—Research and Development. 3 credits.
IEXD 430. Experience Design Studio I. 3 credits.
IEXD 431. Experience Design Studio II. 3 credits.
IEXD 450. Interaction Design Studio I. 3 credits.
IEXD 451. Interaction Design Studio II. 3 credits.

DEPARTMENT OF EDUCATION

The Lebanon Valley College Department of Education offers majors in early childhood education (ECE, PreK–grade 4) and special education (PreK–grade 8). Certification in secondary education (grades 7–12) and grades K–12 is offered in various fields, described below. Post-baccalaureate certification is also available for those who wish to become teachers or for those already certified who want to add a secondary certification area to an existing certificate.

Certification in two or more areas of teacher preparation is possible; however, such certification requires meticulous attention to scheduling and may require additional semesters. Early childhood education majors who, as first-year students, begin to pursue ECE, or ECE/special education (PreK–grade 8) certifications, will be able to complete them within their four years of study, unless they add other elements

to their studies, such as pursuing an additional minor, double majoring in content areas outside the Department of Education, studying abroad for a semester, etc. Careful and early scheduling can avoid misconceptions about such issues. Students seeking ECE/special education certification will be required to complete four semesters of overload (18 credits) in their sophomore and junior years, which carries additional tuition charges.

The Department of Education is intent on preparing well-rounded and qualified graduates who will exercise genuinely professional and personal leadership roles in the schools and communities where they will live and work.

In accord with the regulations set forth in Chapter 354 and Act 49-2 of the Pennsylvania School Code, the following criteria must be met by all candidates who seek teacher certification at Lebanon Valley College:

- I. All teacher candidates must be admitted to teacher certification candidacy by a formal and clearly delineated process that is distinct from admission to the College and/or to the major.
- II. Admission to teacher certification candidacy (Chapter 354) is neither automatic nor synonymous with admission to the College or to the major.
- III. Admission to teacher certification candidacy is contingent on the completion of these criteria:
 1. completion of a minimum of 48 college credits;
 2. an overall GPA, after having completed 48 or more college credits, of no lower than 2.800 (preferred: GPA of 3.000 or higher);
 3. completion of at least one English composition course;
 4. completion of one English or American literature course;
 5. completion of two college level mathematics courses;
 6. passing scores on the Pre-service Academic Performance Assessment (PAPA), ETS Praxis Core, or an equivalent measure (SAT, ACT); and
 7. completion of the Application for Admission to Teacher Certification Candidacy form, available from the major or education advisor.
- IV. Those students who do not meet the above criteria may not enroll in 300-level or higher education courses (those with ECE, EDU, MED, SED, or SPE designations) and cannot be considered candidates for teacher certification until all the above requirements have been met.
- V. Students who are not formally admitted to teacher certification candidacy will not be recommended for teacher certification upon graduation.
- VI. Students must have the required minimum overall GPA of 3.000 at the time of graduation to be eligible for recommendation by the College for teacher certification.

The Pennsylvania Act 49-2 regulations mandate that all certification students receive nine credits, or the equivalent, of instruction in special education and three credits, or the equivalent, of instruction in English as a Second Language (ESL).

Code of Ethics Statement

Lebanon Valley College's Department of Education and its students are legally bound by the Pennsylvania Department of Education's Code of Ethics. Academic dishonesty is in direct violation of the Pennsylvania Department of Education's

Code of Ethics. As a consequence of the state's Code of Ethics in addition to the College's Academic Honesty Statement, the College's Department of Education may:

- Refuse to write letters of recommendation
- Refuse to allow a student to student teach
- Refuse to authorize teacher certification

Title II

In accordance with state and federal regulations, Lebanon Valley College regularly reports the aggregate student data to the Pennsylvania Department of Education. HEA—Title II 2016–2017 academic data (the last year of available data) shows the overall pass rate to be 81 percent for all reported assessment categories. This translates to 46 out of 57 LVC students passing all the required exams for certification. Many factors, such as the number of students in the program, number of tests required for licensure, the number of licensure candidates who complete all required exams before graduation, and the number of teacher certification candidates who take the licensure exams, affect the overall College scores. The full Title II report is available at www.lvc.edu/education.

PROGRAM GOALS

Students completing programs in this department will:

- Demonstrate content knowledge of the curriculum, based in theory and commensurate with the PA Standards/Common Core.
- Communicate effectively in a variety of formats.
- Maintain professional conduct and ethical behavior.
- Manage a learning environment that is safe and conducive to learning.
- Link content to related research-based pedagogy based on sound educational psychology principles in short- and long-range instructional plans.

Education Program

DEGREE REQUIREMENTS

There is no major or minor in general education.

COURSES IN EDUCATION (EDU)

EDU 105. Math for the Educator. 3 credits.

EDU 140. Educational Technology in the Modern Classroom. 3 credits.

EDU 240. Language, Cultural Diversity, and Academic Achievement: PreK–Grade 8. 3 credits. [AD, IC]

EDU 245. Language, Cultural Diversity, and Academic Achievement: Grade 7–Grade 12. 3 credits. [AD, IC]

Early Childhood Education

DEGREE REQUIREMENTS

Degree: Bachelor of Science with a major in early childhood education.

Major: ECE 110, 115, 210, 220, 230, 240, 310, 320, 330, 335, 340, 350, 360, 370, 380, 385, 410 (note: ECE 115 and 385 are not required for special education double majors); EDU 140, 240; SPE 250, 255; two college-level mathematics courses, an English composition course, and an American or British literature course (75 credits).

Note: Students may graduate with the B.S. degree without completing student teaching. Students who are pursuing teacher certification must also complete 12 credit hours of ECE 440 or ECE 441/SPE 441 Student Teaching in addition to completing all requirements for the major in early childhood education.

COURSES IN EARLY CHILDHOOD EDUCATION

ECE 110. Child Development I. 3 credits.

ECE 115. Child Development II. 3 credits.

ECE 210. Family Partnerships. 3 credits.

ECE 220. Theory and Practices. 3 credits.

ECE 230. Creative Arts. 3 credits.

ECE 240. Literacy and Literature I. 3 credits.

ECE 310. Math Methods. 3 credits.

ECE 320. Program Design and Curriculum Development. 3 credits.

ECE 330. Literacy and Literature II. 3 credits.

ECE 335. Literacy and Literature III. 3 credits. [WP]

ECE 340. Teacher Researcher. 3 credits. [WP, CTW]

ECE 350. Child Wellness. 3 credits.

ECE 360. Social Studies Methods. 3 credits.

ECE 370. Play and Projects. 3 credits.

ECE 380. Science Methods. 3 credits.

ECE 385. Advocacy, Leadership, and Collaboration. 3 credits.

ECE 410. Senior Capstone. 3 credits.

ECE 440. ECE Student Teaching. 12 credits. [IME]

ECE 441. ECE Dual Major Student Teaching. 6 credits. [IME]

Secondary and K-12 Teacher Certification Program

DEGREE REQUIREMENTS

There is no major in education for those interested in secondary or K-12 teaching. Students must complete the requirements in their chosen major, including any additional related courses required for certification, and the designated professional education courses.

Degree: Bachelor of Arts or Bachelor of Science in the chosen major. (Majors: biology, chemistry, English, French, German, history [social studies or citizenship education], mathematics, physics, politics [social studies or citizenship education], and Spanish).

Secondary and K-12 Teacher Certification: Departmental majors may seek secondary certification in biology, chemistry, citizenship education, English, mathematics, physics, and social studies. K-12 certification is available in French, German, and Spanish. K-12 certification is also available in music; please see the Music Department section for more information. Students must meet all Chapter 354 and Act 49-2 requirements outlined in the beginning of this section, complete the approved program in the chosen major and 33 credits in education courses, consisting of SED 115, EDU 245 (students seeking K-12 certification may take EDU 240 instead of 245), SPE 250, 255, SED 421, 431, 440, and the appropriate content methods class SED 361, 362, 363, 364, 365, or 366. Three credits of special education content

are infused in secondary education coursework. Because students who transfer to LVC may not have been exposed to this content, they may also be required to take SPE 258 in addition to the other courses listed. SED 431 must be taken in the fall or spring semester immediately preceding the student teaching semester.

COURSES IN SECONDARY EDUCATION

SED 115. Introduction to Teaching and Learning. 3 credits.

SED 362. Teaching of the Sciences in the Secondary Schools. 3 credits.

SED 363. Teaching of Social Sciences in the Secondary Schools. 3 credits.

SED 364. Teaching of English in the Secondary Schools. 3 credits.

SED 365. Teaching of Second Languages in Schools. 3 credits.

SED 366. Teaching of Mathematics in the Secondary Schools. 3 credits.

SED 421. Content Area Literacy. 3 credits.

SED 431. Practicum and Methods II. 3 credits.

SED 440. Student Teaching. 12 credits. [IME]

SED 450. Curriculum and Instruction for the Young Adolescent. 3 credits. [CTW, WP]

Special Education PreK–Grade 8 Program

DEGREE REQUIREMENTS

Degree: Bachelor of Science in early childhood education. Students choosing to major in special education (PreK–8) must dual major in early childhood education (PreK–4).

Major: SPE 250, 255, 260, 263, 266, 269, 360, 363, 366 (27 credits plus three credits of infused special education content in required ECE coursework).

Note: Students may graduate with the B.S. degree without completing student teaching. Students who are pursuing teacher certification must also complete 12 credit hours of ECE 441/SPE 441 Student Teaching in addition to completing all requirements for the major in special education and early childhood education.

COURSES IN SPECIAL EDUCATION

SPE 250. Cognitive Development of Diverse Learners. 3 credits. [WP, CTW]

SPE 255. Special Education Processes and Procedures. 3 credits.

SPE 258. Effective Instructional and Behavioral Strategies for Students with Disabilities. 3 credits.

SPE 260. Evidenced Based Effective Instruction in Educating Students Identified with a High Incidence Disability. 3 credits.

SPE 263. Intensive Math and Content Area Intervention Approaches. 3 credits.

SPE 266. Evidenced Based Effective Instruction in Intervention Approaches Educating Students Identified with a Low Incidence Disability. 3 credits.

SPE 269. Positive Behavioral Supports—Evidence Based Behavioral Intervention and Prevention. 3 credits.

SPE 360. Intensive Language Arts Intervention Approaches. 3 credits.

SPE 363. Assessment in Special Education. 3 credits.

SPE 366. Collaboration and Communication—Advocacy, Leadership, and Ethical Practice. 3 credits.

SPE 441. ECE Special Education Student Teaching. 6 credits. [IME]

DEPARTMENT OF ENGLISH

English Program

PROGRAM GOALS

Students completing this program will develop:

- Critical Thinking
 1. Students will demonstrate ability to analyze and interpret complex issues.
 2. Students will demonstrate ability to analyze context and assumptions.
- Effective Oral and Written Communication
 1. Students will demonstrate ability to construct a clear and effective thesis.
 2. Students will demonstrate ability to discern authoritative sources and utilize them effectively in their writing.
 3. Students will demonstrate ability to effectively convey ideas through oral communication.
- Critical Reading
 1. Students will demonstrate ability to comprehend complex texts and draw inferences from what they read.
 2. Students will demonstrate ability to analyze complex texts and synthesize the information therein.

DEGREE REQUIREMENTS

Degree: Bachelor of Arts with a major in English.

Major: Gateway courses: ENG 120 and one from ENG 130, 140, 150, 160; Theory courses: two from ENG 220, 230, 240, 250, 260; Application courses: three from ENG 221, 222, 225, 226, 227, 228, 229, 231, 233, 241, 251, 253, 254, COE 208HU, COE 265HU (one of the three courses must be ENG 221, 225, or 227); Specialization courses: five from ENG 321, 322, 324, 325, 326, 330, 331, 335, 341, 351, 354, 360, 391, 392, 393, 420, 421, 422, 423, 430, 451 (one of the five courses must be a pre-1800 literature course, including ENG 324, 325, and applicable special topics courses; two of the five courses may be taken outside of the major with advisor approval); Capstone course: one from ENG 299 and 400, ENG 450, or ENG 499 (36–39 credits).

Major with Secondary Education specialization: Gateway courses: ENG 120 and one from ENG 130, 140, 150, 160; Theory courses: ENG 230 and one from ENG 220, 240, 250, 260; Application courses: three from ENG 221, 222, 225, 226, 254; Specialization courses: five from ENG 321, 322, , 324, 325, 326, 330, 331, 335, 341, 351, 354, 360, 391, 392, 393, 420, 421, 422, 423, 430, 451 (one of the five courses must be a pre-1800 literature course, including ENG 324, 325, and applicable special topics courses; two of the five courses may be taken outside of the major with advisor approval); 33 credits in additional required education coursework (see the Department of Education section) (69 credits).

In addition to completing a major in English, students have the option of completing a specialization:

Literature: ENG 120, 220, 499; four courses from ENG 221, 222, 225, 226, 227, 228, 321, 322, 324, 325, 326, 392, 420, 421, 422, 423.

Journalism and communications: ENG 130, 230, 400; four courses from ENG 231, 233, 251, 253, 330, 331, 335, 393, 430.

Film: ENG 160, 260, 360; three courses from AMS 328, ART 215, 230, 260, 365, ENG 233, 241, 251, 252, 253, 254, 341, FRN 375, GMN 375, HIS 288; ENG 400 or 499.

Theater: ENG 140, 240, 301; four courses from ENG 160, 241, 253, 324, 325, 341; IME 107 or 307; ENG 400 or 499.

Minor: Gateway courses: ENG 120 and one from ENG 130, 140, 150, 160; Theory course: one from ENG 220, 230, 240, 250, 260; Application courses: two from ENG 221, 222, 225, 226, 227, 228, 229, 231, 233, 241, 251, 253, 254, COE 208HU, COE 265HU (one of the two courses must be ENG 221, 225, or 227); Specialization courses: three from ENG 321, 322, 324, 325, 326, 330, 331, 335, 341, 351, 354, 360, 391, 392, 393, 420, 421, 422, 423, 430, 451 (one of the three courses must be a pre-1800 literature course, including ENG 324, 325, and applicable special topics courses) (24 credits).

Degree: Bachelor of Arts with a major in Creative Writing.

Major: ENG 120, 150, 230, 250, 299, 450, 451; one course from ENG 221, 225, or 227; one additional course from ENG 221-229; two courses from ENG 251, 252, 253, 254; ENG 324 or 325; ENG 351 or 354; two 300/400-level English specialization courses—see approved list of courses under English major (42 credits).

Minor: ENG 120, 150, 250; one course from ENG 251, 252, 253, 254; ENG 351 or 354; one course from COE 208HU, COE 265HU, ENG 221, 222, 225, 226, 227, 228, 229, 231, 233, 241, 321, 322, 324, 325, 326, 330, 331, 335, 341, 360, 392, 393, 420, 421, 422, 423, 430, 451 (18 credits).

COURSES IN ENGLISH

ENG 111. English Communications I. 3 credits. [EC]

ENG 112. English Communications II. 3 credits. [EC]

ENG 120. Introduction to Literature. 3 credits. [L5, WP, CTW]

ENG 130. Introduction to Media in the Digital Age. 3 credits.

ENG 140. Introduction to World Theater. 3 credits. [L5, IC]

ENG 150. Introduction to Creative Writing. 3 credits.

ENG 160. Introduction to Film. 3 credits. [CTW]

ENG 220. Literary Theory and Its Applications. 3 credits. [CTW]

ENG 221. Survey of American Literature I. 3 credits. [L5]

ENG 222. Survey of American Literature II. 3 credits. [L5]

ENG 225. Survey of English Literature I. 3 credits. [L5]

ENG 226. Survey of English Literature II. 3 credits. [L5]

ENG 227. Survey of World Literature I. 3 credits. [L5]

ENG 228. Survey of World Literature II. 3 credits. [L5]

ENG 229. World Literature III. 3 credits. [L5, IC]

ENG 230. Grammar, Usage, and Language: An Introduction to the Fundamentals of English Grammar. 3 credits.

ENG 231. Journalism and News Reporting. 3 credits. [WP]

ENG 233. Multimedia Narratives. 3 credits.

ENG 240. Theater Production and Performance. 3 credits.

ENG 241. Acting I. 3 credits.

ENG 250. Creative Writing Form and Theory. 3 credits.
ENG 251. Creative Writing Workshop in Poetry. 3 credits.
ENG 252. Writing for Life: A Nonfiction Workshop. 3 credits. [CTW]
ENG 253. Scriptwriting Workshop. 3 credits.
ENG 254. Creative Writing Workshop in Fiction. 3 credits.
ENG 260. Film Theory and Its Applications. 3 credits. [CTW]
ENG 299. Professional Development for English Majors. 3 credits.
ENG 301. Acting Lab. 1 credit.
ENG 321. Poetry. 3 credits. [WP, CTW]
ENG 322. The Novel. 3 credits. [WP]
ENG 324. Shakespeare I. 3 credits. [WP]
ENG 325. Shakespeare II. 3 credits. [WP]
ENG 326. Major Poets. 3 credits. [WP, CTW, L5]
ENG 330. Advanced Journalistic Writing. 3 credits.
ENG 331. Persuasive Writing. 3 credits. [CTW]
ENG 335. Editing. 3 credits. [WP]
ENG 341. Acting II. 3 credits.
ENG 351. Intermediate Creative Writing Poetry Workshop. 3 credits.
ENG 354. Intermediate Creative Writing Workshop in Fiction. 3 credits.
ENG 360. Global Film. 3 credits. [L5, IC]
ENG 390. Special Topics. 3 credits.
ENG 391. Special Topics in Communications. 3 credits.
ENG 392. Special Topics in Literature. 3 credits.
ENG 393. Special Topics in Writing. 3 credits.
ENG 400. Internship. 1–3 credits. [IME]
ENG 420. African-American Literature. 3 credits. [AD, IC]
ENG 421. Literature by Women. 3 credits. [AD, IC]
ENG 422. Post-Colonial Literature. 3 credits. [WP, IC]
ENG 423. The Literature of Native America. 3 credits. [AD, IC]
ENG 430. Multimedia Feature Writing. 3 credits.
ENG 431. La Vie Collegienne Newspaper Editor. 3 credits. [IME]
ENG 450. Creative Writing Chapbook. 0 credits.
ENG 451. Advanced Creative Writing. 3 credits.
ENG 499. Literature Capstone. 0 credits.
ENG 555. Advanced Creative Study in English. 1–3 credits. [IME]

ENVIRONMENTAL SCIENCE & ENVIRONMENTAL STUDIES PROGRAMS

Environmental Science Program

PROGRAM GOALS

- Students will apply the interdisciplinary principles of environmental science.
- Students will be proficient problem solvers.
- Students will be effective scientific communicators.

DEGREE REQUIREMENTS

Degree: Bachelor of Science with a major in environmental science.

Major: ENVI 101, 130, 131; BIO 111, 112, 312; CHM 111, 112, 115, 116, 213, 215; PHY 103; MAS 161 or 170; one from BUS 270, ECN 316, ENVI 291, HIS 202, PHL 311 (when topic is Environmental Ethics); four courses (15–16 credits) from BIO 201, 203, 212, 302, 306, 307, 313, 314, 315, 401, 402, BCMB 422/430, CHM 214/216, 302, 305/307, 306/308; one course from ENVI 400, 500, 550 (60–61 credits).

COURSES IN ENVIRONMENTAL SCIENCE

ENVI 101. Introduction to Environmental Science. 4 credits. [L3]

ENVI 130. Introduction to Geosystems. 3 credits.

ENVI 131. Geographic Information Systems. 3 credits.

ENVI 400. Internship. 1–12 credits. [IME]

ENVI 500. Independent Study. 1–3 credits.

ENVI 550. Advanced Research. 1–3 credits. [IME]

Environmental Studies Program

PROGRAM GOALS

- Students will demonstrate an understanding of environmental problems from an interdisciplinary perspective.
- Students will articulate sustainability challenges resulting from human activity and think critically to come up with sustainable solutions.

Minor: ECN 101, ENVI 101; one course from ECN 316, ECN 317, HIS 202; one course from BIO 203, BIO 312, CHM 302, ENVI 130; three courses (with no more than two in any one discipline) from BIO 203, 302, 312, 313, 314, 315, CHM 302, ECN 316, ECN 317, ENVI 130, ENVI 131, ENVI 291, GLB 101, HIS 202, HIS 303, PHL 288, POL 352 (22–26 credits).

DEPARTMENT OF EXERCISE SCIENCE

Exercise Science Program

The program in exercise science has three tracks: (1) the clinical application track leads to a bachelor's degree in exercise science; (2) the athletic training track leads to a bachelor's degree in exercise science and a master's of athletic training (MAT); (3) the physical therapy track leads to a bachelor's degree in exercise science and a doctor of physical therapy (DPT) degree.

The athletic training and physical therapy tracks require special admission and students must maintain requirements for satisfactory progress, described in the graduate section, to continue to the professional phase of these programs, which begin in the fourth year and continue to the graduate level. Students who do not satisfy these requirements by the end of the third year may not continue into the professional phase. Instead, students will transition to the clinical applications track and, on completion, will earn a bachelor's degree in exercise science.

PROGRAM GOALS

- Students completing this program will:
- Possess broad-based skills and knowledge necessary for effective implementation of exercise science principles across a variety of contexts.
- Be able to effectively and professionally communicate with clients and other healthcare professionals.
- Be proactive and professionally responsive to meet current and future societal healthcare needs and promote exercise and healthy lifestyles.
- Possess the critical thinking skills needed to promote self-directed learning and evidence-based practice in the area of wellness and exercise science.
- Recognize the value of contributing to society through education and community service.

DEGREE REQUIREMENTS

Degree: Bachelor of Science with a major in exercise science.

Major, athletic training track: EXSC 101 and 102, or BIO 111 and 112; CHM 111, 112, 113, 114; MAS 170; PHY 103, 104; PSY 110; SOC 110; BIO 224; EXSC 120, 211, 216, 302, 304, 310, 311, 314, 316, 318; ATR 602, 611, 612, 614, 616, 618, 626, 626, 628, 630, 632, 634, 652, 661, 662 (112 credits).

Major, clinical applications track: EXSC 101 and 102, or BIO 111 and 112; CHM 111, 112, 113, 114; MAS 170; PHY 103, 104; PSY 110; SOC 110; EXSC 120, 211, 216, 302, 304, 310, 314, 316, 318, 402, 430, 432, 434, 442, 451, 460, 462 (86–88 credits).

Major, physical therapy track: BIO 111, 112; CHM 111, 112, 113, 114; MAS 170; PHY 103, 104; PSY 110; SOC 110 or 120; EXSC 120, 211, 216, 302, 310, 311, 312, 314, 316, 318; PHT 602, 604, 611, 614, 616, 618, 620, 632, 634, 635, 638, 661, 662 (107 credits).

COURSES IN EXERCISE SCIENCE

EXSC 101. Anatomy & Physiology I. 4 credits.

EXSC 102. Anatomy & Physiology II. 4 credits.

EXSC 120. Medical Terminology. 1 credit.

EXSC 211. Introduction to Human Movement. 4 credits.

EXSC 216. Human Physiology. 4 credits. [CTW]

EXSC 302. Healthcare Administration Law and Policy. 3 credits.

EXSC 304. Corporate Fitness and Occupational Medicine. 3 credits.

EXSC 310. Exercise Physiology. 4 credits.

EXSC 311. Fundamentals of Anatomy. 4 credits.

EXSC 312. Psychosocial Aspects of Disease and Disability. 3 credits. [DP]

EXSC 314. Physical (in)activity in Health and Disease. 3 credits. [IC]

EXSC 316. Exercise Testing and Prescription. 4 credits. [CTW]

EXSC 318. Psychology of Health. 3 credits.

EXSC 402. Training and Conditioning. 4 credits.

EXSC 430. Nutritional Aspects of Exercise and Eating Disorders. 3 credits.

EXSC 432. Personal Training. 3 credits.

EXSC 434. ACSM Certified Exercise Physiologist Preparation. 3 credits.

EXSC 442. Pharmacology. 3 credits.

EXSC 451. Introduction to Research Methods. 3 credits.

EXSC 460. Practicum I. 3–6 credits.

EXSC 462. Practicum II. 3–6 credits.

DEPARTMENT OF HISTORY, POLITICS, AND GLOBAL STUDIES

History Program

PROGRAM GOALS

Students completing this program will:

- Possess basic foundation knowledge.
- Be critical thinkers.
- Be effective communicators.
- Be proficient researchers.

DEGREE REQUIREMENTS

Degree: Bachelor of Arts with a major in history.

Major: HIS 102, 150, 250, 251, 252, 253, 254, 350; three from HIS 103, 104, 105, 125, 126; HIS 400 (minimum 2 credits); HIS 460 or 499 (minimum 3 credits); two electives from HIS courses or COE 224SS, COE 248SS (6 credits). (40 credits)

Minor: HIS 150, 250; two from HIS 103, 104, 105, 125, 126; two from HIS 251, 252, 253, 254; one HIS elective (19 credits.)

Degree: Bachelor of Arts with a major in applied history.

Students choose from one of the following five tracks for the applied history major:

History and business track: History major requirements and ACT 131; BUS 130, 230, 340, 371; ECN 101; BUS 285 or one BUS 300 or 400-level course, excluding BUS 400; HIS 460 and HIS 499 (3 additional credits from the core). (63 credits) Students who complete this track may not declare a minor in business administration.

History and communication track: HIS 102, 150, 250, 350, 400 (minimum 2 credits), 460, 499; ENG 130, 231; three from HIS 103, 104, 105, 125, 126; three from HIS 251, 252, 253, 254; two HIS electives (6 credits); three from ART 260, 370, BUS 285, DCOM 130 and other applicable DCOM courses approved by advisor; ENG 233, ENG 330, ENG 331, ENG 335, ENG 430 (55 credits).

History and law track: History major requirements and PHL 280, POL/LAW 316; one from BUS 371, DCOM 311, HIS/LAW 215; one from BUS 450, DSP 352, DSP 356, POL 345; HIS 460 and HIS 499 (6 credits, including core requirements); LAW 400 (3 credits; taken in place of HIS 400 in the history core requirements). (56 credits) Students who complete this track may not declare a minor in law and society.

History and public policy track: History major requirements and ECN 101, 102; MAS 170; POL 110, 352; two from ECN 321, PHL 210, and POL 210, 256, 312, 314, 370, 380; HIS 460 and HIS 499 (3 additional credits from the core). (64 credits)

History and secondary education teacher certification track in citizenship education: HIS 102 or POL 102; HIS 150, 202, 250, 251, 252, 253, 254; three from HIS 103, 104, 105, 125, 126; HIS 460 or 499 (3 credits); one HIS elective, COE 224SS, or HIS 248SS (3 credits); ECN 099 or 101; ECN 102; POL 110, 210, 245; SED 450; 33 credits in additional required coursework (see the Department of Education section). (83 credits)

History and secondary education teacher certification track in social studies: history and citizenship education track requirements and PSY 110; SOC 110, 120 (92 credits).

COURSES IN HISTORY

HIS 102. Recent Pennsylvania Politics and History. 1 credit.

HIS 103. The Ancient World: World History from the Dawn of Civilization to the Fall of the Han and Roman Empires. 3 credits. [L1, IC]

HIS 104. The Second Age of Empires: World History from Rome and the Han Dynasty to the Mongols. 3 credits. [L1, IC]

HIS 105. Formation of the Modern World. 3 credits. [L1, IC]

HIS 125. United States History to 1865. 3 credits. [L1, IC]

HIS 126. With Justice for All? 4 credits. [L1, IC]

HIS 150. The Business of History. 1 credit.

HIS 202. Historical and Cultural Geography. 3 credits. [ID, IC]

HIS 207. Europe in the 20th Century. 3 credits. [L1, WP, CTW]

HIS 210. The History of Modern France, 1750 to the Present. 3 credits. [L1]

HIS 215. Law and Government. 3 credits. [L2, WP]

HIS 217. Women in Modern Europe, 1750 to the Present. 3 credits. [L1, WP, IC]

HIS 220. Colonial America: A History in Red, White, and Black. 3 credits. [AD]

HIS 230. Electing the President. 3 credits.

HIS 240. American Military History. 3 credits. [L1, CTW, WP]

HIS 241. We Will Be All? 4 credits. [AD, IC]

HIS 250. The Historian's Craft. 3 credits. [WP]

HIS 251. Topics in Political History. 3 credits. [WP]

HIS 252. Topics in Economic History. 3 credits. [WP]

HIS 253. Topics in Comparative History. 3 credits. [WP, CTW]

HIS 254. Topics in the History of the Americas. 3 credits. [WP]

HIS 260. History of Managerial Thought. 4 credits. [CTW]

HIS 275. Modern Latin America. 3 credits. [ID, IC]

HIS 287. War and Violence. 4 credits. [IC]

HIS 288. Black and White, in Color. 4 credits. [IC]

HIS 301. Evolution for Everyone. 3 credits. [DP]

HIS 303. Seminar on the History of South Africa. 3 credits. [ID]

HIS 305. History and Culture of Mexico. 3 credits. [ID, IC]

HIS 310. Seminar on World War I. 3 credits. [WP]

HIS 312. The American Revolution. 3 credits. [WP]

HIS 315. The Civil War. 3 credits. [WP, CTW]

HIS 350. Introduction to Public History. 3 credits.

HIS 400. Internship. 1-12 credits. [IME]

HIS 460. Undergraduate Research. 1-6 credits.

HIS 499. Senior Seminar in History. 3 credits. [WP]

Global Studies Program

PROGRAM GOALS

Students completing this program will:

- Synthesize concepts from courses with skills developed in deeper learning experiences (Integration);
- Engage with global institutions, processes, and systems as well as transcend

exposure by culturally engaging with others to become globally informed citizens aware of difference and inclusion (Global Learning);

- Develop and express ideas in writing and deliver purposeful oral presentation to increase global knowledge and foster an understanding of the world (Communication);
- Analyze academic texts, read unfamiliar information, and critically link concepts with issues and controversies (Critical Thinking); and,
- Know when there is a need for appropriate information and identify, evaluate, and responsibly share that information to address global problems and issues (Information Literacy).

DEGREE REQUIREMENTS

Degree: Bachelor of Arts with a major in global studies.

Major: GLB 101, 305, 400 (3 credits), 405, 498, 499; ECN 101, 102; ECN 331 or 332; SOC 110, 240; POL 245 or COE 212SS, 370; one course from: POL 207, 210, 275, 280, 312, 314, 315, 392; 2 approved Intercultural Competence courses; at least 6 credits of language at the 300-level or higher; a study abroad experience of at least four weeks' duration; one course (3 credits) from the following: GLB 460, GLB 500, GLB 501, GLB 550, POL 380, or honors thesis (3–6 credits). (45 credits)

Minor: GLB 101; ECN 101, 102; POL 245 or COE 212SS; SOC 110, 240; at least 3 credits of language at the 300-level or higher; a study abroad experience of at least four weeks' duration (21 credits).

COURSES IN GLOBAL STUDIES

GLB 101. Crossing Borders Globalization. 3 credits. [L2, IC]

GLB 305. Global Studies Professional Development I. 0 credits.

GLB 400. Internship. 1–12 credits. [IME]

GLB 405. Global Studies Professional Development II. 0 credits.

GLB 460. Collaborative Undergraduate Research. 1–3 credits.

GLB 498. Global Studies Research Capstone I. 1 credit.

GLB 499. Global Studies Research Capstone II. 1 credit.

GLB 500. Independent Study. 1–3 credits.

GLB 501. Independent Research Abroad. 1–3 credits.

GLB 550. Advanced Research. 1–3 credits. [IME]

GLB 599. Honors in Global Studies. 0 credits.

Politics Program

PROGRAM GOALS

Students completing this program will:

- Develop critical thinking skills.
- Develop strong written and oral communication skills.
- Understand the role of politics in a diverse world.
- Develop an understanding of how political scientists practice their craft.

DEGREE REQUIREMENTS

Degree: Bachelor of Arts with a major in politics.

Major: POL 102, 200, 345, 370, 499 (13 credits); four courses from the following options, with at least one at the 300-level or higher: POL 110, 256, 352, 361, 391,

either 101 or 230, one of LAW 215, 316, or 499, COE 282SS, or an approved course in U.S. politics taken abroad (12 credits); four courses from one of the following options, with at least one at the 300-level or higher: ECN 102, POL 207, 210, POL 245 (or COE 212SS), POL 280, 392, COE 217SS, one of POL 275, 312, 314, or 315, or an approved course in non-U.S. politics taken abroad (12 credits); and three distinct immersive experiences from the following (6–12 credits): POL 380, POL 400 or LAW 400 (3 credits), POL 460 (3 credits), honors thesis (normally includes 6 credits of POL 500 or 550), a study abroad experience of at least four weeks' duration, or a conference presentation. Students may count up to two distinct internships (minimum 3 credits each), and up to two distinct study-abroad experiences (of a minimum four weeks' duration each), toward this requirement. (43–49 total credits).

Minor: POL 200; two courses from the following options: POL 110, 256, 345, 352, 361, 391, either 101 or 230, or one of LAW 215, 316, 499, or COE 282SS, (6 credits); two courses from one of the following options: POL 207, 210, POL 245 (or COE 212SS), POL 280, 392, 499, COE 217SS, one of POL 275, 312, 314, or 315, or an approved course in non-U.S. politics taken abroad (6 credits); one additional course from the above options (3 credits); and one experience from the following: POL 380, POL or LAW 400 (3 credits), POL 460 (3 credits), honors thesis (normally includes 6 credits of POL 500 or 550), a study abroad experience of at least four weeks' duration, or a conference presentation (18–24 total credits).

COURSES IN POLITICS

POL 101. Controversies in Contemporary Politics. 3 credits. [L2]

POL 102. Recent Pennsylvania Politics and History. 1 credit.

POL 110. The Architecture of American Power. 3 credits. [L2]

POL 200. The Discipline of Political Science. 3 credits. [CTW]

POL 207. Europe in the 20th Century. 3 credits. [L1, WP]

POL 210. Comparative Politics. 3 credits. [ID, IC]

POL 230. Electing the President. 3 credits.

POL 245. International Relations: Strategies and Actors. 3 credits. [WP, CTW]

POL 256. Political Behavior. 3 credits.

POL 275. Understanding Human Rights. 3 credits. [ID]

POL 280. Terrorism and Counterterrorism Actors. 3 credits. [CTW]

POL 312. American Foreign Policy. 3 credits. [WP, CTW]

POL 314. International Political Economy. 3 credits. [WP, CTW]

POL 315. U.S. Intelligence Community and National Security. 3 credits. [CTW]

POL 316. Civil Liberties and Civil Rights. 3 credits. [AD, WP]

POL 345. The Philosophical Foundations of Politics. 3 credits. [WP]

POL 352. Introduction to Public Policy and Public Administration. 3 credits. [L2]

POL 361. The Presidency and Congress. 3 credits. [WP, CTW]

POL 370. Applied Quantitative Analysis in Politics. 3 credits. [QR]

POL 380. EU Simulation. 3 credits. [DP]

POL 391. Special Topics in U.S. Politics. 3 credits.

POL 392. Special Topics in Global Politics. 3 credits.

POL 400. Internship. 1–12 credits. [IME]

POL 450. Politics Conference Presentation. 0 credits.

POL 460. Undergraduate Research. 1–6 credits.

POL 499. Seminar in Politics. 3 credits. [WP]

POL 550. Advanced Research. 1–3 credits. [IME]

POL 599. Honors in Politics. 0 credits.

Law and Society Program

Minor: PHL 280, LAW/POL 316, LAW 400 (3 credits), LAW 499/PHL 417; one course from LAW/HIS 215, BUS 371, DCOM 311; one course from PHL/ POL 345, DSP 352, DSP 356, BUS 450 (18 credits).

COURSES IN LAW:

LAW 100. Law and Society. 3 credits.

LAW 215. Law and Government. 3 credits. [L2, WP]

LAW 281. Logical Problems. 1 credit.

LAW 316. Civil Liberties and Civil Rights. 3 credits. [AD, WP]

LAW 400. Internship. 1–12 credits. [IME]

LAW 499. Seminar in Law. 3 credits. [WP]

LAW 500. Independent Study. 1–3 credits.

Citizenship Education and Social Studies Teacher Certification Programs

Students may pursue teacher certification in citizenship education or social studies by completing a history major with the applicable track (see above) or by completing another major along with the required courses outlined below. Citizenship education requires fewer courses than social studies, as the latter prepares students to teach more subjects. As a result, the social studies option is more marketable, especially outside Pennsylvania.

Citizenship Education certification requirements: ECN 099 or 101; ECN 102; SED 450; HIS 102 or POL 102; HIS 103, 105, 125, 126, 202; POL 110, 210, 245; POL 256, POL 352, or another class that focuses on recent Pennsylvania politics and history; 33 credits in additional required coursework (see the Department of Education section).

Social Studies certification requirements: ECN 099 or 101; ECN 102; SED 450; HIS 102 or POL 102; HIS 103, 105, 125, 126, 202; POL 110, 210, 245; POL 256, POL 352, or another class that focuses on recent Pennsylvania politics and history; PSY 110; SOC 110, 120; 33 credits in additional required coursework (see the Department of Education section).

DEPARTMENT OF LANGUAGES

PROGRAM GOALS

Students completing this program will:

- Understand the cultural diversity of the Hispanic/Francophone/German-speaking world.
- Synthesize learning from within and outside the study of Spanish/French/German in order to develop a global view of the discipline and to apply acquired knowledge, skills, and values beyond LVC.
- Demonstrate proficiency in Spanish/French/German on the Intermediate High level.

Teacher Certification

In addition to majoring in a language, students seeking certification to teach a language must take and complete 33 credits of additional required coursework. See the Department of Education section for additional information.

French Program

DEGREE REQUIREMENTS

Degree: Bachelor of Arts with a major in French.

Major: FRN 280, 480, and 28 additional credits in French at the 300-level and higher (33 credits). At least 17 credits must be obtained at LVC and at least 8 credits at the 300-level or higher must be completed in a French-speaking country.

Minor: FRN 280 and 16 additional credits in French at the 200-level and higher (20 credits).

COURSES IN FRENCH

FRN 101. Elementary French I. 3 credits. [LA]

FRN 102. Language and Culture in the French-Speaking World—Elementary Level. 4 credits. [LA, LAC]

FRN 200. Language and Culture in the French-Speaking World—Intermediate Level. 4 credits. [LA, LAC]

FRN 280. Language and Culture in the French-Speaking World—Advanced Level. 4 credits. [LA, LAC]

FRN 305. Independent Summer Study in Quebec. 4–8 credits. [LAC]

FRN 350. French Culture and Civilization. 4 credits. [LAC]

FRN 360. Francophone Cultures and Civilizations. 4 credits. [ID, LAC]

FRN 375. French and Francophone Film. 4 credits. [DP, LAC]

FRN 380. Global Issues in French and Francophone Societies. 4 credits. [DP, LAC]

FRN 405. Readings in French and Francophone Literature. 4 credits. [L5, WP, LAC]

FRN 480. Capstone Senior Seminar in French. 1 credit. [WP]

German Program

DEGREE REQUIREMENTS

Degree: Bachelor of Arts with a major in German.

Major: GMN 280, 480, and 28 additional credits in German at the 300-level and higher (33 credits). At least 17 credits must be obtained at LVC and at least 8 credits at the 300-level or higher must be completed in a German-speaking country.

Minor: GMN 280 and 16 additional credits in German at the 200-level and higher (20 credits).

COURSES IN GERMAN

GMN 101. Elementary German I. 3 credits. [LA]

GMN 102. Language and Culture in the German-Speaking World—Elementary Level. 4 credits. [LA, LAC]

GMN 200. Language and Culture in the German-Speaking World—Intermediate Level. 4 credits. [LA, LAC]

GMN 280. Language and Culture in the German-Speaking World—Advanced Level. 4 credits. [LA, LAC]
GMN 305. Summer Study in Germany. 4 credits. [ID]
GMN 345. Introduction to German Linguistics. 4 credits. [LAC]
GMN 350. German Culture and Civilization. 4 credits. [LAC]
GMN 375. German-Language Film. 4 credits. [DP, LAC]
GMN 380. Global Issues in German-Speaking Societies. 4 credits. [DP, LAC]
GMN 410. Readings in German. 4 credits. [L5, WP, CTW]
GMN 440. German in Pennsylvania. 4 credits. [L5, WP, LAC]
GMN 460. Genres in German Literature. 4 credits. [L5, WP, LAC]
GMN 480. Capstone Senior Seminar in German. 1 credit. [WP]

Spanish Program

DEGREE REQUIREMENTS

Degree: Bachelor of Arts with a major in Spanish.

Major: 39 credits in Spanish at the 300-level or higher. The 39 credits must include SPA 300 or 311, 310, and 480. At least 20 credits must be obtained at LVC and at least 12 credits at the 300-level or higher must be completed in a Spanish-speaking country. Before graduation, all students must take the Oral Proficiency Interview, a standardized, oral test that measures how well a person speaks a language.

Minor: 20 credits in Spanish at the 200-level or higher, including at least one of the following: SPA 300, 310, or 311. At least 8 credits must be completed at LVC.

COURSES IN SPANISH

SPA 101. Elementary Spanish Level I. 3 credits. [LA]
SPA 102. Language and Culture in the Spanish-Speaking World—Elementary Level II. 4 credits. [LA, LAC]
SPA 201. Language and Culture in the Spanish-Speaking World—Intermediate Level I. 4 credits. [LA, LAC]
SPA 202. Language and Culture in the Spanish-Speaking World—Intermediate Level II. 4 credits. [LA, LAC]
SPA 300. Advanced Spanish: Oral Communication. 4 credits. [LAC]
SPA 305. Summer Study Abroad in Costa Rica. 6 credits. [LAC]
SPA 310. Advanced Grammar and Writing. 4 credits. [WP, LAC]
SPA 311. Spanish for Heritage Speakers. 4 credits. [LAC, AD]
SPA 321. Spanish for the Global Market. 4 credits. [LAC]
SPA 323. Spanish for Healthcare Professionals. 4 credits. [LAC]
SPA 330. Literatures in Spanish. 4 credits. [L5, LAC]
SPA 345. Introduction to Spanish Linguistics. 4 credits.
SPA 355. Cultural Studies. 4 credits. [LAC]
SPA 365. Global Hot Topics. 4 credits. [LAC]
SPA 385. Latinos in the United States. 4 credits. [AD, WP, LAC]
SPA 480. Capstone Senior Seminar in Spanish. 4 credits. [L5, WP, LAC]

Classical Languages

Classical Greek, Latin, and Sanskrit are offered through the Department of Religion and Philosophy.

DEPARTMENT OF MATHEMATICAL SCIENCES

PROGRAM GOALS

Students completing programs in this department will:

- Read with precision for understanding.
- Explore and analyze a problem.
- Synthesize a solution to a problem.
- Produce clear, precise writing to create a logically sound line of reasoning.

Mathematics Program

DEGREE REQUIREMENTS

Degree: Bachelor of Science with a major in mathematics.

Major: MAS 099, MAS 111, 112, 113, 114, 202, 222, 261; MAS 311 or 322; three additional MAS courses numbered above 300, excluding MAS 400; two additional courses from CDS 142 or ASC, CDS, FIN, or MAS courses numbered above 200, excluding all 400 courses and 1-credit CDS courses (37 credits).

Mathematics majors are advised to take at least one computer science course or have equivalent experience.

Minor: MAS 161 and 162 or MAS 111 and 112; MAS 202, 222; three courses from CDS 142 or MAS courses numbered 200 or higher. (21 credits).

Secondary Teacher Certification: Students seeking secondary certification in mathematics must complete a mathematics major, including MAS 270 or MAS 372; MAS 322, 325; and CDS 142. Certification candidates must also complete 33 credits in additional required coursework. See the Department of Education section for additional information.

Note: At the discretion of the department, the requirement of MAS 111 and/or 112 may be waived for students who enter the major with credit for MAS 161 and 162. Such students will still take MAS 113 and 114.

COURSES IN MATHEMATICS

MAS 099. Presentation Attendance. 0 credits.

MAS 100. Concepts of Mathematics. 3 credits. [L4, QR]

MAS 102. Pre-Calculus. 3 credits.

MAS 111. Analysis I. 4 credits. [L4, QR]

MAS 112. Analysis II. 4 credits. [L4, QR]

MAS 113. Introduction to Mathematical Thinking I. 1 credit.

MAS 114. Introduction to Mathematical Thinking II. 1 credit.

MAS 150. Finite Mathematics. 3 credits. [L4, QR]

MAS 161. Calculus I. 3 credits. [L4, QR]

MAS 162. Calculus II. 3 credits. [L4, QR]

MAS 170. Elementary Statistics. 3 credits. [L4, QR]

MAS 202. Foundations of Mathematics. 3 credits.

MAS 222. Linear Algebra. 3 credits.

MAS 261. Calculus III. 3 credits.

MAS 266. Differential Equations. 3 credits.
MAS 270. Intermediate Statistics. 3 credits. [L4, QR]
MAS 311. Real Analysis. 3 credits.
MAS 322. Abstract Algebra. 3 credits.
MAS 325. Geometry. 3 credits.
MAS 335. Operations Research. 3 credits.
MAS 371. Mathematical Probability. 3 credits.
MAS 372. Mathematical Statistics. 3 credits.
MAS 390. Special Topics. 3 credits.
MAS 500. Independent Study. 1-3 credits.

Actuarial Science Program

DEGREE REQUIREMENTS

Degree: Bachelor of Science degree with a major in actuarial science.

Major: ASC 281, 385, and two from 386, 472, 481, 482; CDS 142; MAS 111, 112, 113, 114, 202, 261, 371, 372; ECN 101, 102; ACT 131 or 151 (49 credits).

The Course P/Part 1 or Course FM/Part 2 examination of the Society of Actuaries/Casualty Actuarial Society must be passed before senior standing is reached.

Certificate: Actuarial Science Certificate.

Requirements: MAS 111, 112, 261; ASC 281, 385; CSC 220; passing score on the Society of Actuaries' Exam P or Exam FM (18 credits).

COURSES IN ACTUARIAL SCIENCE

ASC 281. Probability for Risk Management. 3 credits.
ASC 385. Mathematics of Finance I. 3 credits.
ASC 386. Mathematics of Finance II. 3 credits.
ASC 472. Loss Distributions and Credibility Theory. 3 credits.
ASC 481. Actuarial Mathematics I. 3 credits.
ASC 482. Actuarial Mathematics II. 3 credits.

Analytical Finance Program

DEGREE REQUIREMENTS

Degree: Bachelor of Science with a major in analytical finance.

Major: ACT 151; ACT 231 or 263; CDS 142; ECN 101, 102; FIN 283, 381, 382, 385, 386; MAS 111, 112, 113, 114, 202, 261, 371, 372 (52 credits).

COURSES IN ANALYTICAL FINANCE

FIN 283. Financial Instruments. 3 credits.
FIN 381. Corporate Finance. 3 credits.
FIN 382. Financial Modeling. 3 credits.
FIN 385. Mathematics of Finance I. 3 credits.
FIN 386. Mathematics of Finance II. 3 credits.
FIN 400. Internship. 1-12 credits. [IME]

Computer & Data Science Program

DEGREE REQUIREMENTS

Degree: Bachelor of Science with a major in computer & data science.

Major: CDS 121, 142, 241, 242, 280, 341, 361, 499; one lab from CDS 180–189; one additional lab from CDS 180–189, 281, 285, 385; MAS 111, 112, 113, 114, 222, 270; Three additional CDS courses (9 credits) at the 300 level or higher (46 credits).

Minor: CDS 121, 142, 180, 241, 242, 280; MAS 111 or 161; MAS 162 or 270 (20–21 credits).

COURSES IN COMPUTER & DATA SCIENCE

CDS 121. Data. 3 credits.

CDS 142. Programming I. 3 credits.

CDS 180. Language Lab: Python. 1 credit.

CDS 181. Language Lab: C++. 1 credit.

CDS 182. Language Lab: C#. 1 credit.

CDS 220. Application Development for Actuaries Structures. 3 credits.

CDS 241. Programming II. 3 credits.

CDS 242. Algorithms and Data Structures. 3 credits.

CDS 280. Introductory Data Analysis Lab. 1 credit.

CDS 281. Software Processes. 1 credit.

CDS 285. Computational Problem Solving I. 1 credit.

CDS 341. Machine Learning and Data Analytics I. 3 credits.

CDS 342. Machine Learning and Data Analytics II. 3 credits.

CDS 361. Concurrent and Parallel Programming. 3 credits.

CDS 362. Distributed Systems. 3 credits.

CDS 385. Computational Problem Solving II. 1 credit.

CDS 400. Internship. 1–12 credits. [IME]

CDS 441. Operating Systems. 3 credits.

CDS 442. Networks. 3 credits.

CDS 448. Databases. 3 credits.

CDS 452. Artificial Intelligence. 3 credits.

CDS 499. Professional Experience. 0 credits.

CDS 500. Independent Study. 1–3 credits.

DEPARTMENT OF MUSIC

Students in the Department of Music major in one of four areas: music, music business, music education, or audio & music production. Each student in the B.A. (MUS or MBS), B.M. (AMP), or B.S. (MED) programs is required to take a core of courses in music theory and music history. Each student also completes additional coursework particular to their area of interest.

Music majors will exhibit proficiency at the piano and in voice. To achieve these proficiencies, students take MSC 150, 151, 152, 153, and/or 160.

Precise requirements for the proficiencies and the recital attendance requirement are found in the Department of Music Student Handbook, and in the Courses in Mu-

sic section of this catalog. Music majors (except music business and audio & music production students) will be in at least one major ensemble (identified as Marching Band, Symphonic Band, College Choir, Concert Choir, or Symphony Orchestra) each fall and spring semester. All students may earn up to 12 credits for ensemble participation. They will enroll in private study on their principal instrument/voice during each fall and spring semester.

PROGRAM GOALS

Students completing programs in this department will:

- Be effective performers.
- Achieve proficiency in musical literacy.
- Apply knowledge of musical concepts by creating music.
- Demonstrate achievement of professional competence in their area of specialization.

Music Program

Students registered for private instruction in the department are not permitted to study in that instructional area on a private basis with another instructor, on or off campus, at the same time.

DEGREE REQUIREMENTS

The bachelor of arts in music (B.A.) is designed for those students preparing for a career in music with a strong liberal arts background. Concentrations identified in the Department of Music Student Handbook include piano, organ, voice, instrumental, sacred music, jazz studies, theory, or composition.

Degree: Bachelor of Arts with a major in music.

Major: MSC 099 (8 semesters), 115, 116, 117, 118, 215, 216, 217, 241, 242, 246; 8 semesters of individual instruction (MUI); 8 semesters of 100-level music ensemble (MUE); piano and voice proficiency, as noted previously; one of the following concentrations: Piano concentration: MSC 306, 316, 406 and 450; Voice concentration: MSC 233, 326 and 327; Organ concentration: MSC 316, 351, and 352; Instrumental concentration: MSC 345, 403, 405 and 416; Sacred Music concentration: MSC 347, 351 or MED 334, and 422; Jazz Studies concentration: MSC 201, 218, 416 and at least three semesters of MUI 160–164 or 260–264; Theory concentration: MSC 315, 329, 416, and MUI 170 or 270 (at least the final semester); Composition concentration: MSC 130 (2 credits), 315, 329, 416, and two semesters of MUI 171 or 271.

Minor: MSC 099 (two semesters); 101 or 115; three music literature courses from among the following: MSC 100, 201, 202, 241, 242, 343, or MBS 203. Minors also take Individual Instruction (MUI) courses for four semesters and must participate in any music ensemble (MUE) for four semesters.

COURSES IN MUSIC

MSC 099. Recital Attendance. 0 credits.

MSC 100. Experience Music. 3 credits. [L5, CTW]

MSC 101. Fundamentals of Music. 3 credits. [L5]

MSC 111. Class Guitar for Beginners. 1 credit.

MSC 115. Music Theory I. 2 credits.

MSC 116. Music Theory II. 2 credits.

MSC 117. Aural Skills I. 2 credits.
 MSC 118. Aural Skills II. 2 credits.
 MSC 121. Music Theory Lab. 1 credit.
 MSC 122. Aural Skills Lab. 1 credit.
 MSC 130. Music Composition Workshop. 1 credit.
 MSC 150. Class Piano Instruction I. 1 credit.
 MSC 151. Class Piano Instruction II. 1 credit.
 MSC 152. Class Piano Instruction III. 1 credit.
 MSC 153. Class Piano Instruction IV. 1 credit.
 MSC 160. Class Voice Instruction. 1 credit.
 MSC 201. Music of the United States. 3 credits. [AD, WP, CTW]
 MSC 202. World Musics. 3 credits. [ID, IC]
 MSC 203. All That Jazz: Performance Survey of American Musical Theatre Literature. 3 credits. [AD]
 MSC 204. Music and Culture in the Radio Age. 3 credits. [CTW]
 MSC 205. Song Interpretation: Analyzing Dramatic Context. 2 credits.
 MSC 215. Music Theory III. 2 credits.
 MSC 216. Music Theory IV. 2 credits.
 MSC 217. Aural Skills III. 2 credits.
 MSC 218. Jazz Theory. 2 credits.
 MSC 233. Diction. 2 credits.
 MSC 241. Introduction to Music History. 3 credits. [IC]
 MSC 242. History of Western Art Music, 1730-1950. 3 credits. [L5]
 MSC 243. Musical Theatre History Context. 2 credits.
 MSC 246. Principles of Conducting. 2 credits.
 MSC 305. Musical Theatre Repertoire. 3 credits.
 MSC 306. Piano Literature. 2 credits.
 MSC 315. Counterpoint. 2 credits.
 MSC 316. Keyboard Harmony. 2 credits.
 MSC 326. Vocal Literature. 2 credits.
 MSC 327. Vocal Pedagogy. 2 credits.
 MSC 329. Advanced Form and Analysis. 3 credits.
 MSC 343. 20th Century Music. 3 credits. [L5, WP]
 MSC 345. Advanced Instrumental Conducting. 2 credits.
 MSC 347. Advanced Choral Conducting. 2 credits.
 MSC 351. Organ Literature. 2 credits.
 MSC 352. Organ Pedagogy. 2 credits.
 MSC 403. Instrumental Pedagogy. 2 credits.
 MSC 405. Instrumental Literature. 2 credits.
 MSC 406. Piano Pedagogy. 2 credits.
 MSC 416. Orchestration. 2 credits.
 MSC 422. Church Music Methods and Administration. 3 credits.
 MSC 450. Accompanying. 1-2 credits.
 MSC 555. Advanced Creative Study in Music. 1-3 credits. [IME]

COURSES IN MUSIC ENSEMBLE

MUE 101. Marching Band. 1 credit.
 MUE 102. Symphonic Band. 1 credit.

MUE 103. Symphony Orchestra. 1 credit.
MUE 104. Concert Choir. 1 credit.
MUE 106. College Choir. 1 credit.
MUE 209. Chamber Choir. 1/2 credit.
MUE 210. Clarinet Choir. 1/2 credit.
MUE 211. Flute Ensemble. 1/2 credit.
MUE 212. Saxophone Ensemble. 1/2 credit.
MUE 213. Woodwind Quintet. 1/2 credit.
MUE 214. Low Brass Ensemble. 1/2 credit.
MUE 215. Trumpet Ensemble. 1/2 credit.
MUE 216. Percussion Ensemble. 1/2 credit.
MUE 220. String Ensemble. 1/2 credit.
MUE 225. Jazz Band. 1/2 credit.
MUE 226. Small Jazz Ensemble. 1/2 credit.
MUE 230. Guitar Ensemble. 1/2 credit.
MUE 231. Brass Quintet. 1/2 credit.
MUE 235. Handbell Choir. 1/2 credit.
MUE 236. New Music Ensemble. 1/2 credit.

COURSES IN MUSIC INSTRUCTION

MUI 110. Individual Instruction: Piano. 1 credit.
MUI 111. Individual Instruction: Organ. 1 credit.
MUI 121. Individual Instruction: Voice. 1 credit.
MUI 130. Individual Instruction: Trumpet. 1 credit.
MUI 131. Individual Instruction: French Horn. 1 credit.
MUI 132. Individual Instruction: Trombone. 1 credit.
MUI 133. Individual Instruction: Euphonium. 1 credit.
MUI 134. Individual Instruction: Tuba. 1 credit.
MUI 140. Individual Instruction: Flute. 1 credit.
MUI 141. Individual Instruction: Oboe. 1 credit.
MUI 142. Individual Instruction: Bassoon. 1 credit.
MUI 143. Individual Instruction: Clarinet. 1 credit.
MUI 144. Individual Instruction: Saxophone. 1 credit.
MUI 150. Individual Instruction: Violin. 1 credit.
MUI 151. Individual Instruction: Viola. 1 credit.
MUI 152. Individual Instruction: Cello. 1 credit.
MUI 153. Individual Instruction: Bass. 1 credit.
MUI 154. Individual Instruction: Guitar. 1 credit.
MUI 155. Individual Instruction: Percussion. 1 credit.
MUI 156. Individual Instruction: Drum Set. 1 credit.
MUI 160. Individual Instruction: Jazz Studies Guitar. 1 credit.
MUI 161. Individual Instruction: Jazz Studies Percussion. 1 credit.
MUI 162. Individual Instruction: Jazz Studies Piano. 1 credit.
MUI 163. Individual Instruction: Jazz Studies Woodwind/Brass. 1 credit.
MUI 164. Individual Instruction: Jazz Studies Bass. 1 credit.
MUI 170. Individual Instruction: Theory. 1 credit.
MUI 171. Individual Instruction: Composition. 1 credit.
MUI 172. Individual Instruction: Jazz Composition. 1 credit.

MUI 210. Individual Instruction: Piano. 2 credits.
MUI 211. Individual Instruction: Organ. 2 credits.
MUI 221. Individual Instruction: Voice. 2 credits.
MUI 230. Individual Instruction: Trumpet. 2 credits.
MUI 231. Individual Instruction: French Horn. 2 credits.
MUI 232. Individual Instruction: Trombone. 2 credits.
MUI 233. Individual Instruction: Euphonium. 2 credits.
MUI 234. Individual Instruction: Tuba. 2 credits.
MUI 240. Individual Instruction: Flute. 2 credits.
MUI 241. Individual Instruction: Oboe. 2 credits.
MUI 242. Individual Instruction: Bassoon. 2 credits.
MUI 243. Individual Instruction: Clarinet. 2 credits.
MUI 244. Individual Instruction: Saxophone. 2 credits.
MUI 250. Individual Instruction: Violin. 2 credits.
MUI 251. Individual Instruction: Viola. 2 credits.
MUI 252. Individual Instruction: Cello. 2 credits.
MUI 253. Individual Instruction: Bass. 2 credits.
MUI 254. Individual Instruction: Guitar. 2 credits.
MUI 255. Individual Instruction: Percussion. 2 credits.
MUI 256. Individual Instruction: Drum Set. 2 credits.
MUI 260. Individual Instruction: Jazz Studies Guitar. 2 credits.
MUI 261. Individual Instruction: Jazz Studies Percussion. 2 credits.
MUI 262. Individual Instruction: Jazz Studies Piano. 2 credits.
MUI 263. Individual Instruction: Jazz Studies Woodwind/Brass. 2 credits.
MUI 264. Individual Instruction: Jazz Studies Bass. 2 credits.
MUI 270. Individual Instruction: Theory. 2 credits.
MUI 271. Individual Instruction: Composition. 2 credits.
MUI 272. Individual Instruction: Jazz Composition. 2 credits.

Music Business Program

DEGREE REQUIREMENTS

Degree: Bachelor of Arts with a major in music business (MBS).

Major: MSC 099 (8 semesters), 115, 116, 117, 118, 201, 241, 242, 8 semesters of individual instruction (MUI); 8 semesters of any music ensemble (MUE); piano and voice proficiency, as noted previously; IDS 179 (4 semesters); MBS 371, 372, 373, 400; ACT 131, 231; BUS 230, 285, 371; BUS 340 or DCOM 262; and ECN 101 or 102.

Minor: MSC 099 (2 semesters); MSC 101 or 115; MBS 371, 372; ACT 131; IDS 179, 199; 4 semesters of individual instruction (MUI); 4 semesters of any music ensemble (MUE). (19–22 credits).

COURSES IN MUSIC BUSINESS

MBS 203. Milestones in Music Recording. 3 credits. [L5, IC]
MBS 371. Introduction to the Music Business. 3 credits.
MBS 372. Music Copyright, Contracts, and Cash. 3 credits.
MBS 373. Music Industry Entrepreneurship. 3 credits.
MBS 400. Internship. 3–12 credits. [IME]

Music Education Program

DEGREE REQUIREMENTS

Degree: Bachelor of Science in music education (MED).

Major: MSC 099 (seven semesters), 115, 116, 117, 118, 215, 216, 217, 241, 242, 246; seven semesters of individual instruction (MUI) and seven semesters of 100-level music ensemble (MUE); piano and voice proficiency, as noted previously; MED 110, 223, 227, 330, 331, 333, 334, 335, 337, 437, 441, 442; MSC 316; 345 or 347; 416; EDU 240 or 245, SPE 250, 255, and 258. Students must also satisfy requirements for admission to teacher candidacy before their junior year along with further requirements for certification. See the Department of Education section for additional information.

COURSES IN MUSIC EDUCATION

MED 110. Foundations of Music Education. 3 credits.

MED 223. Brass Techniques. 2 credits.

MED 227. Percussion Techniques. 1 credit.

MED 280. Field Practicum in Music Education. 1–3 credits.

MED 330. Woodwind Techniques. 2 credits.

MED 331. String Techniques. 2 credits.

MED 333. Methods and Materials, General Music: Elementary. 3 credits.

MED 334. Choral Literature and Methods. 3 credits. [WP]

MED 335. Instrumental Literature and Methods. 3 credits.

MED 337. Music Teaching and Learning I. 2 credits.

MED 437. Music Teaching and Learning II. 2 credits.

MED 441. Student Teaching: Instrumental. 6 credits. [IME]

MED 442. Student Teaching: Vocal. 6 credits. [IME]

Audio & Music Production Program

DEGREE REQUIREMENTS

Degree: Bachelor of Music in audio & music production (AMP).

Major: MSC 099 (eight semesters), 115, 116, 117, 118, MSC 150, 151 with a C- or higher; two from MSC 201, 202, 241, 242, 343; eight semesters of individual instruction (MUI); eight semesters of any music ensemble (MUE); AMP 151, 152, 251, 252, 254, 351, 352, 400 (3 credits), 453; two from AMP 451, AMP 452, DCOM 341, DCOM 343; MBS 203, 371; PHY 205 (72 credits).

COURSES IN AUDIO & MUSIC PRODUCTION

AMP 151. Audio Engineering I. 3 credits.

AMP 152. Audio Engineering II. 3 credits.

AMP 251. Tonmeister Recording. 1 credit.

AMP 252. Audio for Digital Media. 3 credits.

AMP 254. Systems Design & Integration. 3 credits.

AMP 351. Audio Mastering. 3 credits.

AMP 352. Electronic Music. 3 credits.

AMP 400. Internship. 3–12 credits. [IME]

AMP 451. Game Audio. 3 credits.

AMP 452. Concert Systems and Commercial Audio. 3 credits.

AMP 453. Music Production & Engineering. 3 credits.

Music Theater Minor

Minor: ENG 240, 241, 301; MSC 205, 243, 305; three semesters of MUI 121 or 221 (18–21 credits).

NEUROSCIENCE PROGRAM

PROGRAM GOALS

Students completing this program will:

- Master the principles of neuroscience.
- Be proficient researchers.
- Use analytical reasoning and synthesize ideas effectively.
- Be effective communicators.

DEGREE REQUIREMENTS

Degree: Bachelor of Science with a major in neuroscience.

Major: NEU 299, 499; NEU/BIO 231 or NEU/PSY 278; BIO 111, 112, 201; CHM 111, 112, 113, 114; PSY 110, 211, 312; 15 additional credits from the following theory courses, including 8 credits at the 300-level or higher: BCMB 421, BIO 212, 221, 222, 231, 304, 305, 306, 322, 323; CHM 213/215, 214/216, NEU 215, 291, NEU/BIO 232, NEU/PSY 285, NEU/PSY 360, NEU/PSY 367, PSY 220, 278, 320, 330, 342, 350, 351, 361; three credits from the following applied courses: BIO 400, 500; NEU 292; PSY 400, 405, 430, 550 (56–57 total credits).

Students majoring in psychology and neuroscience must satisfy all elective courses separately for both majors. While there will be overlap in some of the required core courses within each program, each elective course will only count toward one major.

COURSES IN NEUROSCIENCE

NEU 211. Behavioral Genetics. 4 credits.

NEU 215. Introduction to Behavioral Genetics. 4 credits.

NEU 231. Neurobiology. 4 credits.

NEU 232. Neuroanatomy of Disease. 3 credits.

NEU 278. Brain and Behavior. 3 credits.

NEU 285. Introduction to Psychopharmacology. 3 credits.

NEU 291. Special Topics in Theoretical Neuroscience. 4 credits.

NEU 292. Special Topics in Applied Neuroscience. 4 credits.

NEU 299. Mind and Brain. 3 credits. [WP, CTW]

NEU 360. Analytic Seminar: Behavioral Neuroscience. 4 credits.

NEU 367. Analytic Seminar: Behavioral Genetics. 4 credits.

NEU 378. Behavioral Neuroscience. 3 credits.

NEU 379. Behavioral Neuroscience Lab. 1 credit.

NEU 499. Advanced Seminar in Neuroscience. 1 credit.

DEPARTMENT OF PHYSICS

Physics Program

PROGRAM GOALS

Students completing this program should have:

- A working understanding and knowledge of fundamental areas in physics.
- A working understanding and knowledge of mathematics along with computational skills necessary for advanced work in physics.
- Competence in experimental physics.
- The ability to communicate effectively—written and verbal.

DEGREE REQUIREMENTS

Degree: Bachelor of Science with a major in physics.

Major: PHY 111, 112, (or 103, 104 with permission), 211, 311, 312, 321, 322, 327, 328 and four additional semester hours higher than 211; MAS 161, 162, 261 and 266 or MAS 111, 112, 261 and 266 (43–47 credits).

Minor: PHY 111, 112, (or 103, 104), 211, and 6 credits in physics higher than 211; MAS 111 or 161 (21–23 credits).

Secondary Teacher Certification: Along with the major requirements, students seeking secondary certification in physics must take either BIO 111 or ENVI 101, and CHM 111/113. Certification candidates must also complete 33 credits in additional required coursework. See the Department of Education section for additional information.

COURSES IN PHYSICS

PHY 103. General College Physics I. 4 credits. [L3]

PHY 104. General College Physics II. 4 credits. [L3]

PHY 111. Principles of Physics I. 4 credits. [L3]

PHY 112. Principles of Physics II. 4 credits. [L3]

PHY 120. Principles of Astronomy. 4 credits. [L3]

PHY 205. Physics of Sound. 3 credits.

PHY 211. Atomic and Nuclear Physics. 4 credits.

PHY 212. Introduction to Electronics. 4 credits.

PHY 261. Introduction to Computational Physics. 3 credits.

PHY 302. Optics. 3 credits.

PHY 304. Thermodynamics. 3 credits.

PHY 311. Analytical Mechanics I. 3 credits.

PHY 312. Analytical Mechanics II. 3 credits.

PHY 321. Electricity and Magnetism I. 3 credits.

PHY 322. Electricity and Magnetism II. 3 credits.

PHY 327. Experimental Physics I. 1 credit.

PHY 328. Experimental Physics II. 2 credits. [WP]

PHY 350. Audio Electronics. 3 credits.

PHY 421. Quantum Mechanics I. 3 credits.

PHY 422. Quantum Mechanics II. 3 credits.

DEPARTMENT OF PSYCHOLOGY

Psychology Program

PROGRAM GOALS

The psychology curriculum is structured to encourage students to attain the following goals, which are addressed in a variety of classes within the program.

- Acquisition (i.e., gathering information), by exhibiting proficiency in reading comprehension and information literacy.
- Assembly (i.e., bringing together different pieces of information), by demonstrating the reciprocal relationship between theory and data, and synthesizing information from different sources when developing conclusions.
- Analysis (i.e., examining collected information to develop deep understanding), by interpreting data appropriately, and evaluating the strengths and weaknesses of methods, theories, and/or evidence.
- Application (i.e., utilizing obtained understanding in novel contexts), by having students use scientific principles to solve problems and develop plans for long-term career interests.
- Articulation (i.e., conveying information), by communicating effectively in written and oral forms.

DEGREE REQUIREMENTS

Degree: Bachelor of Science with a major in psychology.

Major: PSY 110, 125, 199, 211, 299, 312, 430; nine credits from foundational courses: PSY 220, 246, 263, 265, 275, 278; eight credits from analytic seminars: PSY 320, 330, 342, 350, 351, 360, 361, 367; four credits from the following: PSY 148, 170, 175, or any additional 200 level or higher PSY course not already used in the major; three credits from: PSY 400, 405, 550 (45 credits).

Students majoring in psychology and neuroscience must satisfy all elective courses separately for both majors. While there will be overlap in some of the required core courses within each program, each elective course will only count toward one major.

Minor: PSY 110, 211, 312; three credits from foundational courses: PSY 220, 246, 263, 265, 275, 278; four credits from analytic seminars: PSY 320, 330, 342, 350, 351, 360, 361, 367; three credits from: PSY 148, 170, 175, 405, 550, or any 200 or 300 level PSY course not already used in the minor (19 credits).

COURSES IN PSYCHOLOGY

PSY 110. General Psychology. 3 credits.

PSY 111. General Psychology I. 4 credits. [L3]

PSY 125. Readings in Psychology. 3 credits.

PSY 148. Health Psychology. 3 credits.

PSY 170. Forensic Psychology. 3 credits.

PSY 175. Neuropsychology. 3 credits.

PSY 199. Professional Development I. 0 credits.

PSY 211. Research Methods in Psychology. 4 credits. [WP]

PSY 220. Lifespan Development. 3 credits.

PSY 245. **Personality.** 3 credits. [WP, CTW]
 PSY 246. **Social Psychology.** 3 credits.
 PSY 263. **Cognitive Science.** 3 credits.
 PSY 265. **Abnormal Behavior and Experience.** 3 credits.
 PSY 275. **Psychological Measurements.** 3 credits.
 PSY 278. **Brain and Behavior.** 3 credits.
 PSY 285. **Introduction to Psychopharmacology.** 3 credits.
 PSY 299. **Professional Development II.** 0 credits.
 PSY 312. **Statistics and Data Analysis.** 4 credits. [QR]
 PSY 320. **Analytic Seminar: Human Development.** 4 credits.
 PSY 330. **Analytic Seminar: Cognitive Processes.** 4 credits.
 PSY 342. **Analytic Seminar: Science of Emotion.** 4 credits.
 PSY 350. **Analytic Seminar: Psychopathology.** 4 credits.
 PSY 351. **Analytic Seminar: Clinical Treatment.** 4 credits.
 PSY 360. **Analytic Seminar: Behavioral Neuroscience.** 4 credits.
 PSY 361. **Analytic Seminar: Psychopharmacology.** 4 credits.
 PSY 367. **Analytic Seminar: Behavioral Genetics.** 4 credits.
 PSY 378. **Behavioral Neuroscience.** 3 credits.
 PSY 379. **Behavioral Neuroscience Lab.** 1 credit.
 PSY 400. **Internship.** 1-12 credits. [IME]
 PSY 405. **Collaborative Research.** 1-3 credits.
 PSY 430. **Senior Seminar.** 3 credits.
 PSY 443. **History and Theory.** 3 credits. [WP]
 PSY 550. **Advanced Research.** 1-3 credits. [IME]

DEPARTMENT OF RELIGION AND PHILOSOPHY

Religion Program

PROGRAM GOALS

The Religion Program will:

- Enhance students' knowledge of human cultures through the study of religion, with a specific emphasis on historical and comparative analysis.
- Develop the intellectual core competencies of students through inquiry and analysis, critical thinking, and written and oral communication.
- Promote personal and social responsibility by developing students' intercultural knowledge and competence, ethical reasoning, and foundations and skills for lifelong learning.
- Culminate with integrative learning by requiring all students to compile and reflect on an academic portfolio and complete an independent research project.

DEGREE REQUIREMENTS

Degree: Bachelor of Arts with a major in religion.

Major: REL 280, 401, 450, 451; two courses from REL 120, 140, 150, 240, 241, 242, 243, 244, 263; REL 200, 202, or 204; two semesters of REL 285; two courses from

REL 310 and 311; three additional credits in religion or from FYE 111 (Faith and Doubt), COE 224HU, or COE 231HU (30 credits).

Transdisciplinary Specialization: Students may receive this specialization by completing two additional courses (6 credits) outside the major that carry the transdisciplinary designation.

Minor: REL 280, 401; two courses from REL 120, 140, 150, 240, 241, 242, 243, 244, 263; REL 200, 202, or 204; two semesters of REL 285; REL 310 or 311 (18 credits).

Note: To be credited for majors or minors in religion, cross-listed courses must be designated as religion courses at registration.

COURSES IN RELIGION

REL 120. Religious Diversity in America. 3 credits. [AD, IC]

REL 140. Encountering World Religions. 3 credits. [ID, IC]

REL 150. Encountering Other Religions. 3 credits. [ID, IC]

REL 200. Comparative Scripture. 3 credits. [ID, IC]

REL 202. Jewish and Christian Scripture. 3 credits. [L6]

REL 204. Hindu Scripture. 3 credits. [ID, IC]

REL 224. Africana Foundations. 3 credits.

REL 230. Philosophy of Religion. 3 credits. [L6, WP, CTW]

REL 240. Hindu Traditions. 3 credits. [ID, IC]

REL 241. Jewish Traditions. 3 credits. [L6]

REL 242. Buddhist Traditions. 3 credits. [ID, IC]

REL 243. Christian Traditions. 3 credits. [L6]

REL 244. Islamic Traditions. 3 credits. [ID, IC]

REL 263. Black Church Traditions. 3 credits. [IC]

REL 280. Theorizing Culture and Interpreting Religion. 3 credits. [WP, CTW]

REL 285. Independent Reading Forum. 1 credit.

REL 310. Themes in Religious Studies. 3 credits.

REL 311. Interdisciplinary Seminar in Religion. 3 credits. [WP, CTW]

REL 313. The Search for Jesus. 3 credits. [DP, WP]

REL 314. Death, Dying, and Beyond. 3 credits. [DP]

REL 401. Senior Presentation. 1 credit.

REL 450. Undergraduate Research Symposium I. 3 credits.

REL 451. Undergraduate Research Symposium II. 3 credits. [WP, CTW, IME]

Philosophy Program

PROGRAM GOALS

The Philosophy Program will:

- Enhance students' knowledge of human cultures through the development of a broad understanding of the history of philosophy.
- Develop the intellectual core competencies of students through inquiry and analysis, critical thinking, and written and oral communication.
- Promote personal and social responsibility by developing students' intercultural knowledge and competence, ethical reasoning, and foundations and skills for lifelong learning.
- Culminate with integrative learning by requiring all students to compile and reflect on an academic portfolio and complete an independent research project.

DEGREE REQUIREMENTS

Degree: Bachelor of Arts with a major in philosophy.

Major: PHL 140, 210, 270, 280, 401, 450, 451; two from PHL 301, 310, 311; two semesters of PHL 285; three additional credits in philosophy or from FYE 111 (African American Pop Culture, The Examined Life, Thinking Changes Everything), COE 276HU, or 282HU (30 credits).

Transdisciplinary Specialization: Students may receive this specialization by completing two additional courses (6 credits) outside the major that carry the transdisciplinary designation.

Minor: PHL 140, 210, 270, 280, 401; one from PHL 301, 310, 311, 450, 451; two semesters of PHL 285 (18 credits).

COURSES IN PHILOSOPHY

PHL 140. Encountering World Philosophies. 3 credits. [ID, IC]

PHL 210. Ethics. 3 credits. [L6, WP, CTW]

PHL 224. Africana Foundations. 3 credits.

PHL 229. Culture and Conflict in Modern America. 3 credits. [AD, WP]

PHL 230. Philosophy of Religion. 3 credits. [L6, WP, CTW]

PHL 270. Seminar in the History of Philosophy. 3 credits. [WP, CTW]

PHL 280. Logic. 3 credits.

PHL 281. Logical Problems. 1 credit.

PHL 285. Independent Reading Forum. 1 credit.

PHL 288. Applied Philosophy of Food. 3 credits. [L6, CTW]

PHL 299. Gastrophilosophy. 3 credits. [L6, IC]

PHL 301. Key Authors. 3 credits. [WP, CTW]

PHL 310. Themes in Philosophy. 3 credits.

PHL 311. Interdisciplinary Seminar in Philosophy. 3 credits. [WP, CTW]

PHL 345. The Philosophical Foundations of Politics. 3 credits. [WP]

PHL 401. Senior Presentation. 1 credit.

PHL 417. Seminar in Law. 3 credits. [WP]

PHL 450. Undergraduate Research Symposium I. 3 credits.

PHL 451. Undergraduate Research Symposium II. 3 credits. [WP, CTW, IME]

World Classics Minor

Minor: One language sequence: GRK 101, 102; LAT 101, 102; or SKT 101, 102; 12 credits from ART 350 (when topic is Renaissance or Baroque Art), DSP 340, HIS 103, PHL 270 (when topic is Greek philosophy), PHL 301 (when topic is Aristotle, Plato, or the Stoics), REL 240, REL 242 (18 credits).

COURSES IN CLASSICAL GREEK (GRK)

GRK 101. Elementary Classical Greek I. 3 credits. [LA]

GRK 102. Elementary Classical Greek II. 4 credits. [LA, LAC]

COURSES IN LATIN (LAT)

LAT 101. Elementary Latin I. 3 credits. [LA]

LAT 102. Elementary Latin II. 4 credits. [LA, LAC]

COURSES IN SANSKRIT (SKT)

SKT 101. Elementary Sanskrit I. 3 credits. [LA]

SKT 102. Elementary Sanskrit II. 3 credits. [LA]

DEPARTMENT OF SOCIOLOGY AND CRIMINAL JUSTICE

Sociology Program

PROGRAM GOALS

Students completing this program will:

- Be familiar with the sociological perspective on human behavior and key concepts in sociology.
- Be familiar with the major theoretical orientations in sociology.
- Understand the role of evidence in sociology and be familiar with quantitative and qualitative research methods used in the social sciences.
- Communicate effectively.

DEGREE REQUIREMENTS

Degree: Bachelor of Arts with a major in sociology.

Major: SOC 110, 310, 311, 321, 499; 21 additional credits in sociology (excluding SOC 400) or COE 242SS, with a minimum of six credits completed at the 300-level (36 credits).

Major with Criminal Justice Concentration: SOC 110, 245, 278, 310, 311, 321, 331, 333, 499; nine additional credits in sociology excluding internships (36 credits).

Major with Family Studies Concentration: SOC 110, 230, 310, 311, 321, 499; 18 additional credits from the following, excluding internships: SOC 226, 261, 271, 272, 278, 280, 292, 324, 370, 385, 392. A minimum of six credits in sociology must be completed at the 300-level (36 credits).

Criminal Justice Program

PROGRAM GOALS

Students completing this program will:

- Be familiar with key concepts and theories in criminology.
- Have a basic understanding of the criminal justice system and how it operates.
- Understand the role of evidence in criminal justice and will be familiar with quantitative and qualitative research methods used in the social sciences.
- Be able to communicate effectively.
- Have basic understanding of the legal rights afforded the accused.

DEGREE REQUIREMENTS

Degree: Bachelor of Arts with a major in criminal justice.

Major: SOC 110, 245, 278, 310, 311, 331, 333, 499; SOC 336 or LAW/POL 316; POL 110; 12 credits from the following: SOC 220, 221, 270, 271, 272, 281, 282, 286, 291, 335, 391, 400 (a maximum of six internship credits may be counted toward the major); and PSY 265 (42 credits).

COURSES IN SOCIOLOGY AND CRIMINAL JUSTICE

- SOC 110. **Introduction to Sociology.** 3 credits. [L2]
SOC 120. **Introduction to Anthropology.** 3 credits. [L2]
SOC 162. **Race and the Intersections of Identity.** 3 credits. [AD, IC]
SOC 170. **Forensic Psychology.** 3 credits.
SOC 210. **Social Problems.** 3 credits. [L2]
SOC 220. **Forensic Evidence.** 3 credits.
SOC 221. **Crime Scene Investigation.** 3 credits.
SOC 224. **Native American Experience.** 3 credits. [AD]
SOC 226. **Women and Gender Issues.** 3 credits. [AD]
SOC 230. **Sociology of Marriage and the Family.** 3 credits. [L2]
SOC 240. **Diversity and Intercultural Communication.** 3 credits. [AD]
SOC 245. **Crime and Criminals.** 3 credits.
SOC 261. **Perspectives on Aging.** 3 credits. [L2]
SOC 271. **Child Abuse.** 3 credits.
SOC 272. **Substance Abuse.** 3 credits.
SOC 278. **Juvenile Justice.** 3 credits.
SOC 280. **Genders and Sexualities.** 3 credits.
SOC 281. **Police and Society.** 3 credits.
SOC 282. **Emergency Management and Disaster Preparedness.** 3 credits.
SOC 286. **Homeland Security Preparedness.** 3 credits.
SOC 290. **Special Topics in Sociology.** 3 credits.
SOC 291. **Special Topics in Criminal Justice.** 3 credits.
SOC 292. **Special Topics in Family Studies.** 3 credits.
SOC 310. **Research Tools for the Social Sciences.** 3 credits. [QR]
SOC 311. **Research Methods in Sociology.** 3 credits. [WP]
SOC 321. **Social Theory.** 3 credits.
SOC 324. **Medical Sociology.** 3 credits. [WP]
SOC 331. **Criminology.** 3 credits. [WP]
SOC 333. **Criminal Justice.** 3 credits.
SOC 335. **Probation and Parole.** 3 credits.
SOC 336. **Legal Procedures: Rights of the Accused.** 3 credits.
SOC 370. **Adoption.** 3 credits.
SOC 385. **Comparative Family Studies.** 3 credits.
SOC 390. **Special Topics in Sociology.** 3 credits.
SOC 391. **Special Topics in Criminal Justice.** 3 credits.
SOC 392. **Special Topics in Family Studies.** 3 credits.
SOC 400. **Internship.** 1-12 credits. [IME]
SOC 499. **Senior Seminar.** 3 credits. [WP]

GRADUATE ACADEMIC PROGRAMS

MASTER OF ATHLETIC TRAINING

The Athletic Training Program (ATP) at Lebanon Valley College is uniquely designed as a 3+2 program (three years of foundational and Constellation LVC courses followed by two years of professional training and courses), which allows students to receive a baccalaureate degree in exercise science in four years and a master's degree in athletic training after the fifth year. Post-baccalaureate students may also be considered for admission to the ATP professional phase. At the completion of the program, graduates will be eligible to take the Board of Certification Exam (BOC), pending accreditation of the program by the Commission on Accreditation of Athletic Training Education (CAATE), which is expected in 2020.

ADMISSION REQUIREMENTS

Professional phase admission requirements for students enrolling as undergraduates: LVC students seeking admission into the professional phase of the ATP are considered pre-athletic training/exercise science major status. Students are not an athletic training major or an athletic training student until meeting all curriculum criteria and being selected into the professional phase of the ATP. The ATP director will notify the Registrar's Office to change the status of students who have earned admission into the program.

High school applicants. Students will be considered for admission to the pre-athletic training/exercise science major phase of the program as first-year students according to their high school GPA and SAT or ACT scores, which are required to be submitted.

Sophomore applicants. If the cohort is not full, exercise science students who have reached sophomore status and obtained a 2.75 GPA may apply to enter the cohort. Students must file a written request to the program director and submit a copy of their transcript.

Admission to ATP professional phase. To be admitted to the professional phase of the program, students must earn a minimum cumulative GPA of 2.750 at the end of the third year of the program. All required courses must be taken for a grade. Only one science course can be transferred in from another institution (excluding study abroad). The grade from this course must be a "C" or better to satisfy program requirements.

Admission requirements for students applying as graduates: Applications are considered on a rolling basis for acceptance into LVC's Athletic Training Program. The admissions committee selects the most qualified applicants for admission by considering the following requirements:

- Bachelor's degree from an accredited institution.
- Minimum cumulative GPA of 2.750 on a 4.000 scale.

- Official transcript(s) verifying that the following college pre-requisite courses have been completed within the last seven years with a minimum grade of a “C” (>73% without rounding) or better (AP and CLEP credits will not be accepted for any science pre-requisite course):
 - Biology: 3–4 credits with lab
 - Chemistry: 3–4 credits with lab
 - Physics: 3–4 credits with lab
 - Psychology: 3 credits
 - Human Anatomy (or A&P I): 3–4 credits with lab
 - Human Physiology (or A&P II): 3–4 credits with lab
 - Exercise Physiology: 3 credits

Note: Every student is eligible to apply even if the pre-requisite courses or the undergraduate degree is still in progress. All pre-requisite courses must be completed by the start date of the program.

- Graduate Record Examination (GRE) scores
- Signed technical standard policy and form
- International applicants: All foreign coursework must be evaluated by a foreign credential service. Applicants for whom English is not their native language must meet the admission criteria for English language proficiency as specified in the academic policies and procedures section of the catalog.

After successful completion of the application process, students are selected on a competitive selection process based on educational/practical field sites available, individual candidate credentials, and materials submitted. If not selected, students may reapply the following year.

ACADEMIC STANDING REQUIREMENTS

Athletic trainers are allied health professionals and academic performance must be a priority for all students enrolled in the professional phase of LVC's Athletic Training Program (ATP). The professional phase grade point averages (GPA) are calculated independently from the three-year pre-professional phase completed at LVC before entering the professional phase of the Athletic Training Program. Beginning with the first summer semester (ATR 611, 616, and 618), each enrolled student in the professional phase of the ATP must achieve and maintain a cumulative professional GPA of 3.000 or higher on a 4.000 scale.

The ATP has two types of courses with course specific grades. In every didactic/laboratory course, a minimum grade of a “C” (>73% without rounding) or a grade of “P” (Pass) must be achieved as part of the professional phase to remain in good standing. In every clinical experience courses, a minimum grade of a “B” (>83% without rounding) must be achieved as part of the professional phase to remain in good standing.

A grade less than a “C” in any didactic/laboratory course and a grade less than a “B” in any clinical experience course is considered a failing grade. If a student fails to meet the minimum requirements for a didactic/laboratory or clinical experience course but maintains a cumulative professional GPA of 3.000 or higher on a 4.000 scale, then the professional course must be repeated at its next course offering. Each course, as part of the professional phase of the ATP, is offered once per

academic calendar year. Failing a course will extend the time needed to complete the program. Coursework for “extra credit” or re-testing is not an option to improve final course grades. A professional course may only be repeated once to meet the requirements. Only a maximum of two (2) professional phase ATP courses may be repeated. Courses passed with a “C” or better cannot be repeated to improve the professional GPA. All professional phase requirements must be completed within three (3) years of beginning the professional phase of the ATP.

Note: For professional courses that are repeated, and the minimum grade is achieved, only the higher grade earned is used to calculate the professional and cumulative GPA.

Academic Probation. Newly enrolled (first-year, summer semester) professional phase athletic training students who earn a professional GPA below 3.000 will be placed on academic probation for one semester. A student in this situation must raise their GPA to a 3.000 after the first-year fall semester of the professional phase. The student will be required to regularly meet with the program director or designated faculty member to ensure academic improvement through additional assignments, tutoring, and/or counseling. If the 3.000 professional GPA standard is met after one semester on probation, the student will be removed from academic probation and continue in the program in good academic standing. Failure to achieve the 3.000 professional GPA after the first-year fall semester will result in termination from the MAT Program. Failure to achieve a 3.000 GPA at any time during the professional phase of the program (except the first-year summer semester) will result in termination from the MAT Program.

Termination from MAT Program. Students can be terminated from the MAT Program for any of the following academic reasons:

- If after the first semester, it is not mathematically possible to achieve the required 3.000 professional GPA by the completion of the following semester, no probationary period will be provided and the student will be terminated from the program.
- Failure to meet the standards imposed by academic probation as described above or as stipulated by a Committee on Academic Policy and Procedure (CAPP).
- A failing grade in three or more professional courses.
- Failure to receive a passing grade (C or better; Pass) in a repeated professional course.
- Failure to receive a passing grade (C or better; Pass) in a professional course while on academic probation.
- Failure to bring up the professional GPA to a 3.000 on a 4.000 scale while on academic probation by the end of the first fall semester.
- Failure to meet degree requirements within the specified time frame of three (3) years of beginning the professional phase of the Athletic Training Program at LVC. A student whose matriculation has been terminated has the right to petition the ATP Committee on Academic Policy and Procedures (CAPP) for reconsideration.

- Failure to abide by the policies and procedures of the Athletic Training Program as outlined in this Catalog, the Student Handbook, or the Athletic Training Department Handbook.

APT Committee on Academic Policies and Procedures (CAPP). The ATP Committee on Academic Policies and Procedure (CAPP) was developed for the Athletic Training Program to ensure that the standards set by the College at large and academic policies and procedures set by ATP faculty are consistently applied in a non-prejudicial and non-discriminatory manner.

Petitions to reconsider dismissal actions against a student must be submitted to the CAPP. Due to limited time between some semesters, students must submit petitions as soon as possible and no later than seven days after the posting of semester grades. The CAPP will respond to the petition and schedule a hearing in a timely manner to minimize disruption for the subsequent semester. The CAPP will inform the student of the scheduled hearing date. The student will be requested to submit all pertinent materials to the committee in advance of the hearing. The student has the right to present their case in person if so desired. The committee may request the attendance of other individuals who may speak to the issue(s) under consideration. The student will be notified of the committee's decision in writing within five days after the hearing. For decisions made by the CAPP, an appeal to the associate dean of academic affairs will be allowed only in the event of significant additional information and/or extenuating circumstances.

PROGRAM GOALS

Students completing this program will:

- Have the necessary knowledge, skills, and abilities of a highly qualified health-care professional in the field of athletic training with the ability to effectively work in diverse settings.
- Be autonomous life-long learners.
- Have the characteristics of an ethical clinician utilizing a servant-leader approach.

DEGREE REQUIREMENTS

Degree: Master of Athletic Training.

Professional required courses: ATR 602, 611, 612, 614, 616, 618, 624, 626, 628, 630, 632, 634, 652, 661, 662, 734, 736, 744, 746, 750, 752, 760, 762, 764.

ATHLETIC TRAINING COURSES

ATR 602. Overview of Professional Practice. 1 credit.

ATR 611. Human Anatomy. 5 credits.

ATR 612. Fundamental Skills of Athletic Training. 2 credits.

ATR 614. Pathophysiology and Pharmacology. 3 credits.

ATR 616. Biomechanics and Kinesiology. 4 credits.

ATR 618. Prevention and Care of Emergency Medical Conditions. 3 credits.

ATR 624. Clinical Skills Laboratory I. 1 credit.

ATR 626. Clinical Skills Laboratory II. 1 credit.

ATR 628. Musculoskeletal Assessment and Diagnosis I. 4 credits.

ATR 630. Clinical Epidemiology: Patient-Centered Outcomes and Evidence-Based Practice. 2 credits.

ATR 632. Musculoskeletal Assessment and Diagnosis II. 4 credits.
ATR 634. Therapeutic Interventions I. 4 credits.
ATR 652. Research Methods I. 2 credits.
ATR 661. Athletic Training Clinical Practice I. 2 credits.
ATR 662. Athletic Training Clinical Practice II. 2 credits.
ATR 734. Therapeutic Interventions II. 4 credits.
ATR 736. Optimizing Athletic Performance Management in Sports Participants. 3 credits.
ATR 744. Administration and Management in Athletic Training. 2 credits.
ATR 746. Psychological Aspects of Health, Injury, and Performance. 2 credits.
ATR 750. Seminar in Athletic Training. 2 credits.
ATR 752. Research Methods II. 2 credits.
ATR 760. Athletic Training Clinical Experience III. 2 credits.
ATR 762. Athletic Training Clinical Experience IV. 3 credits.
ATR 764. Athletic Training Clinical Experience V. 4 credits.

MASTER OF BUSINESS ADMINISTRATION

ADMISSION REQUIREMENTS

Candidates for admission must have a bachelor's degree from an accredited college or university as well as the interest, aptitude, and ability to undertake graduate studies. All candidates must provide official transcripts from all undergraduate and graduate work, a complete application, a current résumé, and personal statement. Applicants are also asked to submit GMAT scores; qualifying applicants can complete a GMAT waiver request form if they meet required criteria. The MBA Program has a professional requirement that can be satisfied before acceptance with three years of professional work experience or can be satisfied while enrolled in the MBA Program through ongoing work experience or an approved curricular experience.

Graduate admission is on a rolling basis. Qualified candidates may register for up to two graduate classes while completing the application process.

PREREQUISITES

Prospective MBA students must demonstrate that they have command of the undergraduate common body of knowledge, including finance, accounting, economics, marketing, management, business law and ethics, and business statistics. A working knowledge of Microsoft Word, Excel, and PowerPoint is required.

Students who have not completed undergraduate business courses may be required to complete academic leveling courses (prerequisites) before beginning MBA coursework. The need for prerequisite coursework is assessed at the time of application. Students admitted to the MBA Program are notified of requirements and recommendations at the time of acceptance. Students may be required to take anywhere from 0-15 prerequisite course modules.

The MBA Program offers course modules through Peregrine Academic Services that fulfill course prerequisite requirements. These course modules are presented online

in a self-paced format. Modules correlate to an existing MBA-level course and must be completed before registration for the correlating MBA-level course.

PROGRAM GOALS

Students completing this program will:

- Demonstrate functional business knowledge in a global environment. (Business Knowledge/Global Perspective).
- Evaluate ethical situations and make effective leadership decisions, considering the global context where appropriate. (Ethical Leadership).
- Use effective written and oral forms of communication, work successfully as a team member, and demonstrate an understanding of collaboration fostered by leadership. (Communication Skills).
- Apply analytical and quantitative skills for decision-making, considering global issues when appropriate. (Analytical/Quantitative Skills)
- Evaluate, synthesize, and critically analyze qualitative information and quantitative data to make strategically aligned decisions in a global environment. (Critical and Strategic Thinking)

DEGREE REQUIREMENTS

Degree: Master of Business Administration.

Graduate Core: MBA 805, 810, 815, 825, 832, 833, 845, 875, 895 (24 credits) and one of the following program options:

General MBA: Graduate core and 9 credits of additional MBA electives (36 credits).

Accounting Concentration: Graduate core and ACT 859, 869, 879 (36 credits).

Healthcare Management Concentration: Graduate Core and three courses from MBA 801, 802, 830, or 891 (36 credits).

Human Resource Management Concentration: Graduate core and MBA 850, 851, 894 (36 credits).

Leadership and Ethics Concentration: Graduate core and three courses from MBA 885, 886, 887, 892 (36 credits).

Project Management Concentration: Graduate core and MBA 827 and two courses from MBA 837, 857, 867 (36 credits).

MASTER OF BUSINESS ADMINISTRATION COURSES

MBA 801. Introduction to Healthcare Management. 3 credits.

MBA 802. Ethical, Legal, and Regulatory Issues in Healthcare. 3 credits.

MBA 805. Financial Policy. 3 credits.

MBA 807. Innovation. 3 credits.

MBA 810. Organizational Behavior. 3 credits.

MBA 815. Marketing Management. 3 credits.

MBA 816. Internet Marketing. 3 credits.

MBA 817. Business and Technology. 3 credits.

MBA 825. Executive Communications. 3 credits.

MBA 827. Project Management. 3 credits.

MBA 830. Healthcare Informatics. 3 credits.

MBA 832. Management Information Systems. 3 credits.

MBA 833. Managerial Economics. 3 credits.
MBA 837. Project Management: Planning and Scheduling Management. 3 credits.
MBA 840. Business Analytics. 3 credits.
MBA 845. Managing Operations and Business Processes. 3 credits.
MBA 847. Sales Management. 3 credits.
MBA 850. Human Resource Management. 3 credits.
MBA 852. Negotiation, Conflict Resolution, and Creative Problem Solving. 3 credits.
MBA 855. Legal Environment of Business. 3 credits.
MBA 856. Corporate Governance. 3 credits.
MBA 857. Supply Chain Management. 3 credits.
MBA 860. International Business Management. 3 credits.
MBA 865. Entrepreneurship. 3 credits.
MBA 867. Project Management: Risk and Quality Management. 3 credits.
MBA 870. Labor Management Relations. 3 credits.
MBA 875. Accounting for Managerial Decision Making. 3 credits.
MBA 880. Investments and Portfolio Management. 3 credits.
MBA 885. Ethical Leadership. 3 credits.
MBA 886. Leadership: Theory and Practice. 3 credits.
MBA 887. Executive Decision Making. 3 credits.
MBA 890. Special Topics. 3 credits.
MBA 891. Special Topics in Healthcare Management. 3 credits.
MBA 892. Special Topics in Leadership and Ethics. 3 credits.
MBA 894. Special Topics in Human Resource Management. 3 credits.
MBA 895. Strategic Management. 3 credits.
MBA 900. Internship. 0–3 credits.

ACCOUNTING COURSES

ACT 859. Forensic Accounting. 3 credits.
ACT 869. CFO—Lessons in Financial Leadership. 3 credits.
ACT 879. Advanced Taxation. 3 credits.

MASTER OF MUSIC EDUCATION

MME ADMISSION REQUIREMENTS

While prior teaching experience is not a requirement for entrance into this degree program, individuals considering the pursuit of a master's degree in music education should plan on teaching one to three years before initial enrollment or before completing the degree. It is the conviction of this faculty that graduate study will be more meaningful to the individual if they have first gained experience in the field.

All candidates must have a bachelor's degree in music from a regionally accredited college or university and submit an official transcript with the application. Any graduate courses to be considered for transfer (up to 9 credits, a maximum of 6 credits in the core) also require an official transcript sent by the respective colleges or universities to the Office of the Master of Music Education Program. Priority for core courses will be given to students matriculated in the MME Program.

All candidates must submit the application form with a current résumé and one-page personal written statement indicating why they wish to pursue this degree. All candidates must submit a copy of a current teaching certificate in music with the application.

Graduate admissions are on a rolling basis; action will be taken promptly after all paperwork has been received and evaluated.

MODERN BAND CERTIFICATE ADMISSION REQUIREMENTS

All candidates must have a bachelor's degree from a regionally accredited college or university and submit an official transcript with the application. Candidates whose bachelor's degree was in a field other than music must complete an online assessment to evaluate their level of preparedness for the program.

PROGRAM GOALS

Students completing the MME and Modern Band Certificate programs will learn:

- To provide a rigorous study of relevant topics and the pedagogical skills necessary for teaching 21st-century children in diverse K-12 settings.
- To provide a comprehensive understanding of research methodology leading to fluency in reading, applying, and disseminating research in music education.
- To provide a comprehensive study in how music is best learned in order to further develop and articulate a robust philosophy of music learning and teaching.
- To foster an environment that promotes life-long learning and professional and service oriented collaboration.

DEGREE REQUIREMENTS

Degree: Master of Music Education.

Program requirements: MME 801, 802, 803, 804; MME 805 or 806; 9 credits from MME 830/840 (maximum 3 credits combined), 850, 854, 856, 857, 880, 881, 882, 883, 888; 9 credits of MME electives (33 total credits).

Modern Band Certificate

Certificate Requirements: MME 880, 881, 882, 883, 887, 888 (12 credits).

MASTER OF MUSIC EDUCATION COURSES

MME 801. Foundations of Music Education. 3 credits.

MME 802. Research Methods in Music Education. 3 credits.

MME 803. Technology for Music Educators. 3 credits.

MME 804. Psychology of Music Learning. 3 credits.

MME 805. Project. 1–3 credits.

MME 806. Thesis. 1–3 credits.

MME 830. Private Applied. 1 credit.

MME 840. Private Applied. 2 credits.

MME 850. Ethnomusicology. 3 credits.

MME 854. Topics in Music Theory and Analysis. 3 credits.

MME 856. Orchestration and Arranging for Contemporary Ensembles. 2 credits.

MME 857. Advanced Instrumental Conducting. 3 credits.

MME 870. Music for All: Teaching Music to Students with Exceptionalities. 2 credits.

MME 871. Music Identity and Music Education. 3 credits.
MME 872. Teaching Musicianship in Secondary Schools. 3 credits.
MME 880. Modern Band I: Foundations of Modern Band. 2 credits.
MME 881. Beginning Pedagogy and Methods for Guitar and Drums. 1 credit.
MME 882. Beginning Pedagogy and Methods for Electric Bass and Keyboard. 1 credit.
MME 883. Modern Band II: Creative Experiences Practicum. 2 credits.
MME 887. Recording for the Music Educator. 3 credits.
MME 888. Modern Band: Composition and Performance Ensemble. 3 credits.
MME 890. Special Topics. 3 credits.

MASTER OF SCIENCE IN SPEECH-LANGUAGE PATHOLOGY

The Speech-Language Pathology (SLP) Program is designed as a 3+2 program (three years of foundational and Constellation LVC courses followed by two years of professional training and courses), which allows students to receive a B.S. degree in communication sciences & disorders (CSD) in four years and a master of science degree in speech-language pathology after the fifth year. The ability to complete these programs is subject to candidacy status for accreditation through the Council on Academic Accreditation (CAA) in Speech-Language Pathology.

ADMISSION REQUIREMENTS

Professional phase admission requirements for students enrolling as undergraduates: a minimum cumulative GPA of 3.0 at the end of the third year in the program. All required courses must be taken for a grade. A student in the CSD major" may not have more than two courses with CSD designation below a "B-" to advance to the professional program. This does not include co-requisites.

PROGRAM GOALS

Students completing this program will:

- Acquire, develop, and demonstrate the knowledge and skills necessary to identify and treat communication and swallowing disorders.
- Develop professional practice competencies that align with the American Speech-Language-Hearing Association (ASHA) to establish clinical reasoning and guide clinical practice.
- Develop professional and ethical skills that support interprofessional collaboration and cultural awareness.

DEGREE REQUIREMENTS

Degree: Master of Science in speech-language pathology.

Professional required courses: SLP 601, 602, 603, 604, 605, 606, 607, 621, 622, 623, 624, 625, 627, 701, 702, 705, 721, 722, 725, 726, 741, 742, 744, 745, 746, 747 (65 credits).

SPEECH-LANGUAGE PATHOLOGY COURSES

SLP 601. Language Disorders I: Infants, Toddlers, and Preschool. 3 credits.
SLP 602. Phonological and Speech Sound Disorders. 3 credits.

SLP 603. **Diagnostic Procedures.** 3 credits.
 SLP 604. **Communication Issues in Autism Spectrum Disorders.** 2 credits.
 SLP 605. **Clinical I: On-Campus.** 3 credits.
 SLP 606. **Clinical Discussion Group.** 2 credits.
 SLP 607. **Hearing Seminar.** 1 credit.
 SLP 621. **Language Disorders II: School-Age.** 3 credits.
 SLP 622. **Neurocognitive Disorders.** 3 credits.
 SLP 623. **Fluency Disorders.** 2 credits.
 SLP 624. **Acquired Language Disorders.** 3 credits.
 SLP 625. **Clinical II: On-Campus.** 3 credits.
 SLP 627. **Dysphagia.** 3 credits.
 SLP 701. **Research Methods in Speech-Language Pathology.** 3 credits.
 SLP 702. **Professional Issues/Ethics.** 1 credit.
 SLP 705. **Clinical III: On-Campus.** 3 credits.
 SLP 721. **Augmentative and Alternative Communications.** 2 credits.
 SLP 722. **Business Practices in Speech-Language Pathology.** 2 credits.
 SLP 725. **Clinical IV: Educational Externship.** 6 credits.
 SLP 726. **School Caseload Management.** 1 credit.
 SLP 741. **Motor Speech Disorders.** 2 credits.
 SLP 742. **Voice and Voice Disorders.** 2 credits.
 SLP 744. **Advanced Seminar in Communication Sciences and Disorders.** 1 credit.
 SLP 745. **Clinical V: Healthcare Externship.** 6 credits.
 SLP 746. **Medical Caseload Management.** 1 credit.
 SLP 747. **Cleft and Craniofacial Disorders.** 2 credits.

MASTER OF SCIENCE IN STEM EDUCATION

ADMISSION REQUIREMENTS

To qualify for admission to the Master of Science in STEM Education (MSSE) Program, the applicant must fulfill the following requirements:

- Hold a baccalaureate degree from a regionally accredited institution and submit official transcripts for each undergraduate institution attended. If transfer credits are to be considered, transcripts from graduate courses must also be requested by the applicant.
- Hold a valid teaching certificate. Otherwise, applicants may be considered for entrance after meeting with the MSSE director.
- Have achieved a 3.000 grade point average (GPA) on a four-point scale for the baccalaureate degree. An applicant with less than the 3.000 GPA may be admitted with provisional status pending satisfactory completion of six credit hours of graduate study with a 3.000 or higher.
- Submit three letters of recommendation in support of their admission to the graduate program.
- Submit a personal statement that addresses their career goals and the reason for pursuing a graduate degree in STEM education.

PROGRAM GOALS

Students completing this program will demonstrate:

- Knowledge of STEM content.
- The ability to implement STEM pedagogy by modifying instructional plans and promoting alternative learning goals and strategies in relation to assessment results.
- STEM literacy by having the ability to identify and apply integrated concepts from science, mathematics, technology, and engineering to understand and solve challenges that cannot be resolved by any one disciplinary approach.

DEGREE REQUIREMENTS

A candidate for the MSSE degree must complete a minimum of 33 credits, of which 24 must be earned at Lebanon Valley College. Only 6 credits may be transferred into the core (non-electives). A candidate must achieve at least a 3.000 cumulative average to be certified for graduation.

Degree: Master of Science in STEM Education.

Program Requirements: MSE 829, 880, 881, 882, 883; three courses from MSE 801, 802, 803, 805, 806, and 807; and three MSE electives (33 credits).

Certificate in Integrative STEM Education

PROGRAM GOALS

Students completing this certificate will:

- Demonstrate the use of National Standards for Technological Literacy to develop skills in teaching literacy in science classrooms from a technological and engineering design approach.
- Demonstrate integration of current STEM initiatives into pedagogical practice.
- Satisfactorily explain and apply pedagogies unique to STEM education.
- Demonstrate the implementation of best practices of integrative STEM education.

Certificate Requirements: MSE 880, 881, 882, 883 (12 credits).

MASTER OF SCIENCE EDUCATION COURSES

MSE 801. Principles of Biology and Life Science. 3 credits.

MSE 802. Principles of Chemistry. 3 credits.

MSE 803. Principles of Physics and Physical Science. 3 credits.

MSE 805. Principles of Earth and Space Science. 3 credits.

MSE 806. Principles of Mathematics in a STEM Classroom. 3 credits.

MSE 807. Principles of Technology and Engineering in a STEM Classroom. 3 credits.

MSE 813. Literacy in the Science Classroom. 3 credits.

MSE 820. Seminar. 1–3 credits.

MSE 821. Exploration of STEM Careers. 3 credits.

MSE 822. Forensic Science to the Classroom. 3 credits.

MSE 823. Waterways: Water Chemistry, Biology, Environment, and Safety. 3 credits.

MSE 824. Emerging Internet Technology. 3 credits.

MSE 826. Watersheds and Wetlands: Citizen Science Inquiry and the Atlantic Horseshoe Crab. 3 credits.

MSE 827. Applying Wildlife and Natural Resources to the Classroom. 3 credits.

MSE 829. Research Methods and Statistics. 3 credits.

MSE 830. Independent Research in Science Education: Thesis. 1–3 credits.

MSE 832. Independent Research in Science Education: Project. 1–3 credits.

MSE 850. Independent Study. 1–6 credits.

MSE 880. Introduction to STEM Education. 3 credits.

MSE 881. STEM Education Systemic Reform. 3 credits.

MSE 882. STEM Integrative Curriculum Design. 3 credits.

MSE 883. Integrative STEM Education Practicum. 1–3 credits.

DOCTOR OF PHYSICAL THERAPY

The Physical Therapy Program consists of a six-year program of study leading to a doctor of physical therapy (DPT) degree. Students receive a baccalaureate degree in exercise science after successful completion of four years of coursework. See the Exercise Science Program information in the undergraduate programs section.

The program consists of two distinct phases: pre-professional education (three years, or approximately 95 credit hours) and professional education (three years, approximately 115 credit hours).

Lebanon Valley College's Doctor of Physical Therapy Degree Program is accredited by the Commission on Accreditation in Physical Therapy Education.

ADMISSION REQUIREMENTS

Professional phase admission requirements for students enrolling as undergraduates:

(1) a minimum cumulative 3.000 GPA in all coursework; (2) a minimum cumulative science GPA of 2.800 (BIO 111, 112; CHM 111, 112, 113, 114; PHY 103, 104; EXSC 211, 216, 311), and (3) no individual science grade lower than a C (2.000). Science courses may be repeated only once to meet the GPA requirement. All required courses must be taken for a grade. Only one science course can be transferred in from another institution (excluding study abroad) once a student has matriculated at LVC. The grade from this course must be a "C" (2.000) or better to satisfy program requirements.

Admission requirements for students applying as graduates: bachelor's degree with a minimum 3.0 cumulative GPA and 2.8 GPA in science coursework; submitted GRE test scores; completion of prerequisites, including Principles of Biology I & II, Chemistry I & II, Physics I & II, Statistics, Psychology, Sociology, and Anatomy Physiology I & II (or equivalent); and documentation of 30 hours of direct observation of the physical therapy profession.

ACADEMIC STANDING REQUIREMENTS

DPT students' progress is reviewed at the close of every semester by the DPT faculty. In the DPT professional phase, students must maintain a GPA of 3.000 and receive a "P" (Pass) for all clinical education experiences to remain in good standing. Any student whose cumulative professional phase GPA falls below 3.000 will be placed on academic probation; deficient GPAs must be remediated within two

academic semesters to a 3.000, and be retained at that level for the remainder of the professional phase of the program. Failure to maintain the minimum cumulative 3.000 GPA in any subsequent semester or achieve the 3.000 GPA before the final clinical experience will result in dismissal from the program.

Any student who earns two "F's" in either academic or clinical education courses will be dismissed from the program without option for re-entry. Academic standards related to continuation in the program and requirements for academic progression in the DPT Program may be found in the Physical Therapy Department Handbook.

A minimum grade of "C" is required for all professional phase courses. Any grade less than a "C" does not meet professional phase standards and will result in removal of the student from the professional phase sequence of coursework.

Failure of the final clinical experience (PHT 860 or 862) will result in removal from the program without option for re-entry

A complete description of academic and clinical requirements, policies, procedures, and standards can be found in the Physical Therapy Department Handbook.

A student may appeal any decision to the associate dean of academic affairs.

An academic dismissal is recorded on a student's academic transcript.

PROGRAM GOALS

Students completing this program will:

- Possess broad-based skills and knowledge necessary for effective implementation of the patient/client management model across a variety of contexts.
- Be proactive and professionally responsive to meet current and future societal healthcare needs and promote the profession of physical therapy.
- Possess the critical thinking skills needed to promote self-directed learning and evidence-based practice common to a doctoring profession.
- Be guided in their decision-making processes using the core values of the physical therapy profession.
- Recognize the value of contributing to society through education and community service.

DEGREE REQUIREMENTS

Degree: Doctor of Physical Therapy.

Prerequisites: two semesters each of general biology, chemistry, and physics; one semester upper level human anatomy and physiology, introductory psychology and sociology, and elementary statistics.

Professional required courses: PHT 602, 604, 611, 614, 616, 618, 620, 632, 634, 635, 638, 661, 662, 716, 720, 726, 728, 730, 732, 734, 736, 740, 741, 742, 751, 752, 762, 764, 802, 830, 832, 835 (2 credits), 836, 840, 850; PHT 860 or 861/862.

PHYSICAL THERAPY COURSES

PHT 602. Professional Issues of Physical Therapy Practice I. 3 credits.

PHT 604. Professional Issues of Physical Therapy Practice II. 4 credits.

PHT 611. Human Anatomy. 5 credits.

PHT 614. Pathophysiology. 4 credits.

PHT 616. **Biomechanics and Kinesiology.** 4 credits.
 PHT 618. **Exercise Science.** 3 credits.
 PHT 620. **Motor Control Motor Learning.** 2 credits.
 PHT 632. **Clinical Examination.** 3 credits.
 PHT 634. **Cardiovascular-Pulmonary Physical Therapy.** 3 credits.
 PHT 635. **Physical Therapy in the Inpatient Environment.** 2 credits.
 PHT 638. **Geriatrics Physical Therapy.** 3 credits.
 PHT 661. **Integrated Clinical Experience I.** 1 credit. [IME]
 PHT 662. **Integrated Clinical Experience II.** 1 credit. [IME]
 PHT 695. **Student Run Free Clinic I.** 0 credits.
 PHT 696. **Student Run Free Clinic II.** 0 credits.
 PHT 716. **Health Promotion for Self and Society.** 3 credits.
 PHT 720. **Neuroscience.** 4 credits.
 PHT 726. **Clinical Interventions I.** 4 credits.
 PHT 728. **Musculoskeletal I.** 4 credits.
 PHT 730. **Clinical Interventions II.** 4 credits.
 PHT 732. **Musculoskeletal II.** 3 credits.
 PHT 734. **Selected P.T. Practice Topics.** 2 credits.
 PHT 736. **Neuromuscular Physical Therapy I.** 4 credits.
 PHT 738. **Geriatrics Physical Therapy.** 3 credits.
 PHT 740. **Prosthetics.** 1 credit.
 PHT 741. **Orthotics.** 1 credit.
 PHT 742. **Pharmacology in Rehabilitation.** 2 credits.
 PHT 751. **Foundations of Evidenced Based Critical Inquiry.** 3 credits.
 PHT 752. **Evidence in Practice.** 2 credits.
 PHT 762. **Clinical Education II.** 3 credits.
 PHT 764. **Clinical Education III.** 3 credits.
 PHT 795. **Student Run Free Clinic III.** 0 credits.
 PHT 796. **Student Run Free Clinic IV.** 0 credits.
 PHT 802. **Physical Therapy Administration and Management.** 3 credits.
 PHT 830. **Neuromuscular PT II.** 4 credits.
 PHT 832. **Pediatric Physical Therapy.** 4 credits.
 PHT 835. **Patient Management Seminar.** 1-2 credits.
 PHT 836. **Differential Diagnosis.** 3 credits.
 PHT 840. **Clinical Readiness and Review.** 1 credits.
 PHT 850. **Critical Inquiry Capstone.** 2 credits.
 PHT 860. **Clinical Education IV.** 12 credits.
 PHT 861. **Clinical Education V.** 6 credits.
 PHT 862. **Clinical Education VI.** 6 credits.
 PHT 895. **Student Run Free Clinic V.** 0 credits.

2018–2019 ACADEMIC CALENDAR

FALL 2018

August	23	Thursday, 8 a.m.	Residence halls open for new students
	23	Thursday, 2 p.m.	Opening Convocation
	25	Saturday, 8 a.m.	Residence halls open for returning students
	27	Monday, 8 a.m.	Classes begin
	27	Monday, 8 a.m.	Add/Drop period begins
	31	Friday, 4:30 p.m.	Add/Drop period ends. Last day to drop a course without grade of “W”
September	3	Monday	Labor Day; classes are in session
October	5	Friday, 5 p.m.	Fall break begins
	10	Wednesday, 8 a.m.	Classes resume
	12–14	Friday–Sunday	Homecoming/Family Weekend
	17	Wednesday, noon	Mid-term grades due
November	2	Friday, a.m.	Spring 2019 registration re-opens
	2	Friday, 4:30 p.m.	Last day to change fall registration or withdraw from a course
	9	Friday, p.m.	Spring 2019 registration ends
	21	Wednesday, noon	Thanksgiving vacation begins
	26	Monday, 8 a.m.	Classes resume
December	7	Friday, 4:30 p.m.	Last day for first-semester freshmen change to/from pass/fail or withdraw from a course
	7	Friday, 5 p.m.	Classes end
	8–9	Saturday–Sunday	Reading days
	10–14	Monday–Friday	Final examinations
	14	Friday, 6 p.m.	Semester ends; residence halls close
	18	Tuesday, noon	Final grades due

2018–2019 ACADEMIC CALENDAR

SPRING 2019

January	13	Sunday, noon	Residence halls open for students
	14	Monday, 8 a.m.	Classes begin
	14	Monday, 8 a.m.	Add/Drop period begins
	18	Friday, 4:30 p.m.	Add/Drop period ends. Last day to drop a course without a grade of "W"
	22	Tuesday, 8 a.m.–5 p.m.	Symposium on Inclusive Excellence—no day classes (including labs)
March	1	Friday, 5 p.m.	Spring vacation begins
	11	Monday, 8 a.m.	Classes resume
	13	Wednesday, noon	Mid-term grades due
	29	Friday, 4:30 p.m.	Last day to change spring registration or withdraw from a course
April	3	Wednesday, a.m.	Registration for Fall 2019 and Spring 2020 semesters begins
	12	Friday, p.m.	Registration for Fall 2019 and Spring 2020 semesters ends
	17	Wednesday, 4:30 p.m.	Graduation plans due for students graduating in May, August, and December 2020
	18	Thursday, 5 p.m.	Easter break begins
	23	Tuesday, 8 a.m.	Classes resume
	25	Thursday, 6–9 p.m.	Inquiry Symposium
	26–28	Friday, noon–Sunday	ValleyFest Weekend—no classes Friday afternoon except classes/labs that only meet Fridays
May	1	Wednesday, 4:30 p.m.	Last day for first-semester freshmen to change to/from pass/fail status or withdraw from a course
	1	Wednesday, 5 p.m.	Day classes end
	2	Thursday	Reading day; evening classes meet/end
	3	Friday	Final Examinations
	4–5	Saturday–Sunday	Reading Days
	6–9	Monday–Thursday	Final examinations
	9	Thursday, 9 p.m.	Semester ends
	10	Friday, noon	Final grades due for graduating students
	10	Friday, 6:30 p.m.	Baccalaureate Service
	11	Saturday, 10 a.m.	150th Commencement
	11	Saturday	Residence halls close
	14	Tuesday	New Student Advising Day
	15	Wednesday	New Student Advising Day
	17	Friday, noon	All final grades due
	18	Saturday	New Student Advising Day

Lebanon Valley College®

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